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The business department of THE JOURNAL is on another page.

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The Multi-Graded School.

Attention has been called in these pages from time to time to the singular inappropriateness of the term "ungraded" as applied to schools outside of the cities and villages. This term assumes that these schools are "ungraded," which is false; schools can be graded where two, three, or four distinct classes are under one teacher. The essential character of the city school and the country school is correctly shown by characterizing the former as "uni-graded" and the latter as "multi-graded." That the country school is "graded" and always has been, is known to the many millions who have been pupils in them. The writer, more than fifty years ago, was put into the "second class" on entering such a school—a fact of which he felt quite proud, as he was a small boy at that time.

In 1895 the N. E. A. appointed a committee of twelve to consider the question of the rural schools; their report made in 1897 contains much valuable matter, but we do not think gave a practical solution. It must be borne in mind that so long as the world stands and believes in education there will be rural schools; it must not be proposed, How to get rid of the rural school. That is to say, there always will be a very large number of multi-graded schools—schools where one teacher has two, three, or four grades or groups of pupils. The real question then is, How to improve the multi-graded school?

It is best, to start with, to admit that good results may be attained in schools where two, three, and even four grades are under one teacher. The assumption must not be allowed that because there is more than one grade under the teacher, therefore the results will be meager; not at all. That the multi-graded school fails to accomplish what is desired is conceded; there are three sufficient reasons: (1) The wages are so much less than those paid in villages and cities that the inexperienced and poorly qualified are employed. (2) The supervision is notoriously inefficient—being in the hands mainly of politicians; if in the hands of a competent person the territory is usually too extensive. (3) The community and the homes of the pupils exert but a feeble influence in supplementing the teacher's work.

The first two are the main causes. It is remarkable that so little is done to improve the teachers of the multi-graded schools. It is remarkable that in the Report of the Committee of Twelve, the

improvement of the rural school teacher (pages 86, 87) receives so little practical attention. The want of success, coming mainly, indeed almost wholly from want of qualification, it might have been supposed that the substance of the report would have been directed to suggesting means to increase the skill of that class of teachers who are and will be employed.

Almost all of the forty-four states have some machinery at work that is supposed to be for the benefit of the multi-graded school. There is the teachers' institute, usually of one week's duration; there is the "summer normal," as it is usually termed, lasting from three to six weeks—but the Committee on Supply of Teachers (page 86) pass these by and declare the real needs in these few words: "*There should be a summer term for rural school teachers in every normal school in the United States.*" If there are no normal schools, then in the counties there should be a summer school of from four to six weeks in duration.

Let us consider this last point with carefulness, for in many of the states there are so-called "summer normals" and yet the rural school problem is not solved in those counties. First, these county normal schools should be carefully graded; second, they should have a fixed course of study; third, as there is one normal school in each state, that school should have charge of these branches—but the idea of using them as "feeders" should be forbidden; fourth, there should be instruction given in the theory and practice of teaching in each of the classes; fifth, a plan of study should be marked out to be pursued by the teachers at home—that is while teaching; sixth, the course of study should interlock with that pursued in the state normal school, so that a teacher might finish the course of the latter while teaching and obtain a diploma.

"The state normal schools have got too high up; they don't exist for our benefit," were the words of a county superintendent in New York. It was expected they would furnish the teachers the rural schools needed; they were started on a low plane; but the great expansion of the cities and villages not only necessitated advancement but absorbed their product. The majority of those who apply for teachers certificates possess merely a common school education (this has been changed in New York); before them lie four years of high school study. The great question is how to get the holder of a teacher's certificate to advance on pedagogical and academical lines.

The School Journal has held, and still holds, that in each county, (or two counties might unite) there should be held a county normal school in the summer whose object should be to advance the teachers through the high school course and give them pedagogical instruction and training. To give unity to

the work all these schools should be under the charge of the normal school or schools of the state. It must be borne in mind that the rural school teacher is not under the stimulating influences that act on the city or village teacher; she has, in a majority of cases, only a common school education; she boards with a farmer, in a majority of cases possessing a very limited view of things; the little supply of knowledge she had accumulated dwindles away; she falls into following a dull routine.

The thing absolutely needed is that she be considered to be a student for four years at least; that she be in correspondence with teachers who are laying out work and encouraging her to perform it and seeing that she does perform it; that she is met in the summer time by those teachers and stimulated by their presence and example. Four or more years thus spent will give form to her mind so that the influences that might stagnate one with a common school education will now be comparatively ineffective.

It is to be wished that this report had emphasized the remedy for the inefficiency of the rural schools just pointed out. Had the whole volume been taken up by describing schools like these, it would have had an extraordinary value. The system in operation in Minnesota is of this nature; we have often commended it. Other states have county summer schools; but (1) the school of each county is entirely independent of any other; (2) is run by a conductor who has ideas independent of any other conductor; (3) has no course of study which, when finished, gives a standing like the diploma issued by the normal school.

The subject proposed to this Committee of Twelve is far more important than those proposed to the two other committees by the N. E. A., but it is remarkable how little interest has been aroused by the result of their evidently faithful work. One reason for this has already been pointed out—the practical remedy suggested here was not pressed forward as it should have been, and as we think was expected. But another reason exists.

The improvement of the rural schools—a mighty problem far beyond the question whether Latin shall be pronounced according to the English or Continental method—is in the hands of the state superintendents. These gentlemen are politicians, often wholly unacquainted with education, and find enough to do in the details of their office, and keeping the machinery in existence moving along; when they have arrived where they feel they have mastered the business and might improve the system, they must give way to a successor. The remedy proposed demands a reformer, and Horace Manns are born only now and then in the century.

Schoolhouse Construction

By A. H. Kirchner, Architect, St. Louis, Mo.

To secure a perfectly sanitary, useful, convenient, practical, and lastly, ornamental success in school building deserves the serious attention of every right-minded architect and every public-spirited man connected with the school system.

The first move is the selection of a lot for the building. No sooner does the public find out that a lot is to be selected for this purpose than every real estate agent in town, every owner of a lot—good, bad, or indifferent—begins a wild scramble to make a deal. Each member is besieged by every friend or relative he ever possessed, until he finds himself, unless a man of rare discretion and judgment, confused and sometimes even forced to favor some sink-hole unfit for any building purpose, let alone a school.

The lot should by all means be high, for proper drainage; the neighborhood should be moral; it should be free from proximity to noisy manufactur-

ing interests, from the dangers of steam and electric cars, from disease-breeding dairies and stagnant ponds.

It should be located on properly finished streets, and should be built in the center of a spacious lot, leaving room thereby for trees and other attractive improvements. The first floor of the school building should be at least five feet above the terraced lot, and the terrace of said lot should be not more than three feet above the street level. All basements or cellars should have the walls of stone, since it is impervious to water and less liable to disintegrate. The stonework should extend above the soil.

If the entire building cannot be fireproof, it is an essential feature to have at least the corridors so built. All exterior sheet metal work should be copper, on account of its permanency.

School buildings should have one central entrance in front, designed with some thought of its attractiveness, as it adds to the general appearance of the whole. Its characteristic features ought to distinguish it from a jail or an asylum for idiots. This entrance should lead to a main corridor running the entire length of the building, and thus divide the class-rooms on each floor into groups of two or four rooms on each side of the corridor.

Side entrances should be provided, one on each side of the building—one for boys and one for girls—connecting with the main corridor and connecting immediately with the stairways, one on each side of the main corridor.

Corridors should be very wide—not less than twenty feet—giving an opportunity for wardrobe screens for boys and girls. The doors in wardrobes swing both ways and the panels are filled with wire screens, as is the top. In damp weather the wearing apparel thus has a chance to dry by the time for dismissal. The stairways should be concentrated in a general part of the corridor. They should be of not less than five feet in width, with strong hand rail, balustrade, post, and newel.

With this arrangement of corridors, it is possible to have each room connect directly with the corridor by means of two openings, the doors of which swing both ways, and are provided with glass panels. These doors have the advantage of being noiseless, of conforming to the law of opening outward, of taking up less space, and of always being closed. Class-rooms should be twenty-seven by thirty feet for a quota of forty-five pupils, thereby giving to each pupil eighteen square feet of floor space. The height of the room should be at least thirteen feet, giving each pupil about 236 cubic feet of air space.

Double flooring, well stripped and deadened with heavy building paper, is inexpensive and far more cleanly than interlinings of refuse mortar and rubbish used between wooden joists. Seats should be graded from front to rear, to accommodate pupils of different stature.

Window panes must be large enough to admit a free entrance of light, that the eye may not be wearied by shadows and cross shadows. Corridors can be lighted by large transoms over each door, by windows on stair landings, and by large windows at the end of the corridor.

As to ventilation and heating, I can safely recommend a power system by which the fresh air is forced over a heated surface into the class-rooms at a rate which insures each pupil the requisite amount of warm, fresh air. Removal of foul air is only possible in a perfect manner by "exhaust fans."

I should like to call attention to some noticeable mistakes in school buildings which can be easily avoided: No front entrance improperly constructed vestibules, mansard roofs; dark, narrow, and steep staircases; winding stairs; stone flagging for floors and stairs; dark, narrow corridors; bare brick walls; some very large rooms accompanied by very small

rooms; dark woodwork; posts or columns in rooms, floors of different level; poorly lighted rooms; colored and ribbed glass panes; no wardrobes for pupils, and kindergartens in the same building; but the worst of all is an original plan to which no practical addition can be made.

Cost of a School Building.

Readers of *The Journal* will remember that a little over a year ago, when the Newark school board advertised for bids for a new high school building, \$200,000 was placed as the maximum amount they were willing to spend. Mr. William Atkinson, a noted architect, of Boston, wrote a letter to the "American Architect and Building News," in which he figured on the specifications of the board, that the school could not be built for less than \$300,000, and that the board should feel fortunate if it did not cost much more. At that figure, said Mr. Atkinson, only the plainest possible building can be erected. He advised architects not to have anything to do with "such an absurd affair" as the \$200,000 proposition. A portion of Mr. Atkinson's letter was re-printed in *The Journal* of Feb. 6, 1897.

Now that the Newark high school is nearly completed, Mr. Atkinson's letter becomes doubly interesting. The contestants for the contract numbered fifty-one, and Messrs. Howard and Cauldwell, of New York, were successful. The requirements were increased by three fire-proof floors, instead of one, and the division of the contracts made the expense greater. The building has had nothing but the best of work done upon it, and no reduction was made in the original requirements. The sum total of the contracts, instead of being \$300,000, Mr. Atkinson's lowest figure, or \$200,000, the board's highest figure, was \$195,600.

The result will at once suggest to the intelligent school board several pertinent questions.

The Stereopticon in Teaching.

By T. Worcester Worrell.

The School Journal's invitation to submit papers on the use of the stereopticon in teaching has suggested to the writer that some thoughts obtained from experience might be interesting, so he ventures to send the following:

Environment is such a potent factor in furnishing material for the ideal that it must always be considered as a constant quantity in any educational scheme or course of instruction.

Any device that may assist the teacher in impressing the mind of a pupil must be classed as a creator of environment, which is the more valuable, as its effect is the more pronounced.

Comenius said, "Paint the outline of your subject on the walls." This was very good advice indeed centuries ago, but Daguerre has made it possible for this age to do better, and to-day the spirit of Comenius says: "Project your pictures with a stereopticon." Showmen know that pictures are the universal language, exciting the emotions necessary to the financial success of their enterprise, and so they announce the coming circus by flaring posters. Business men have learned the value of cuts, and their advertisements in the papers of to-day are profusely illustrated.

Adequate knowledge is the full content. In obtaining such knowledge, every sense possible must be engaged. No one can claim adequate knowledge of an orange who has not observed it through the senses of sight, taste, smell, and touch. The use of object teaching is to enrich the concept; to give adequate knowledge, and thus to furnish the mind with many diverse means of recalling the original.

A moral is better pointed, and a tale is more adorned when crayon sketches illustrate the text; but still greater would be the effect of such delineation did it not cause a break in the flow of language, and an interruption of the psychic current by the necessary change in position. Crayon sketches, too, are often inaccurate. To show the relation between objects in respect to distance, position, and magnitude, is not possible in off-hand sketching, and many drawings are inconspicuous

on account of dimension and want of altitude. If these be defects in "chalk talks," they cannot be urged against lantern slides, for they are generally photographs; nor against the stereopticon, for its construction enables the lecturer to control the size, the altitude, and the locality of the projection at will. With such an apparatus, the teacher may bring the mountain to Mahomet and create any desired environment.

Where possible, the object and the picture should be used together, the picture being treated as a diagram. Pictures may be overused, as happened in the Philanthropin, and they may be ignored, as in pure text-book teaching; both these conditions are to be deplored. Pictures properly used are a moral factor in education. Claiming instant and unflinching attention, pupils, by their means, may be stimulated to ideal building, engaging the will-process to collect, synthesize, purge, adorn, and hold up for imitation. Publishers of sensational papers and of corrupt literature know the value of pictures, and reap pecuniary harvest. Shall the teacher not countermine? Beautiful chaste pictures of works of art and of nature, of magnificent mountains and sequestered glens, of imposing buildings and classic statuary can be purchased at trifling cost, any one of which may mean the regeneration of a soul. Those who are possessed of a camera may prepare much that is interesting and instructive for themselves, and find ample remuneration in the culture that the very act of selection gives.

The universe pays tribute to the stereopticon, and sends its tithes in thrones of royal state, the lowing herd, the microscopic cell, and the stellar mist to nourish the present, and furnish pabulum for the future generations. The process of crystallization, as shown by the evaporation of a drop of spirits of camphor, the circulation of blood as seen in the tadpole's tail, and the life activity of infusoria obtained by steeping a few blades of grass in water, educative, and absolutely costless, are sufficient recommendation for the introduction of the stereopticon into the school-room. Add to this the facility it gives in comparing and contrasting tissue structure, slices of minerals, and pure foods with their adulterations. A piece of black grass, a prism of Iceland spar, a slice of tourmaline, and a white feather help to many of the wonders of the polariscope and the spectroscope, and an ordinary mirror on a sunny day turns the apparatus into a heliostat that costs neither trouble nor expense for illumination.

Is it not so that at times choice gems of thought flash into the consciousness, as did the spectrum of the metal thallium? These jewels of inspiration, are they given in answer to some unuttered question? Certainly they should not be allowed to die at birth. They may be preserved, not only to fill their present special mission, but also to serve as stepping-stones to broader and higher planes, for all education is progress. These thoughts, that doubly bless, may be recorded, and instantly used by the lecturer; a handy pen and a strip of varnished glass are all that is needed. Hence, there is a reflex, as well as a direct value, in using a stereopticon.

A 10" x 12" light of glass, cut into strips of proper width, will give forty linear inches of slides—a full dozen. Varnished, as suggested, they are translucent, and may be used in tracing drawings and pictures of all kinds. Illustrations may be copied without mutilating book or page, and these may be used either for stereopticon projection or for negatives, to print upon sensitized paper. At leisure times, teachers may find recreation, and may attain to great skill in tracing illustrations, thus adding a distinctive culture to what they already possess, and providing much valuable material for school use.

The stereopticon is not a fixed apparatus; being portable, it may be used in every room of a building. Its pictures are large and stationary, and interfere in no way with blackboard work. As an "all-around" appliance, the stereopticon has no peer. For silent work, and as a provocative of discussion, it is unique. Our people, through too much attention to written recitation, are losing their prestige as speechmakers, but through the use of this wonderful instrument, the nation may again return to the good old custom of furnishing a vocabulary, and of cultivating the power of using it in oral expression. Not every man now can "think when on his feet."

The writer believes that the stereopticon should be a feature in the furnishing of every school building, because of its simplicity, portability, ready adjustment, and economy on the one hand, and its unrivaled advantages in imparting instruction on the other.

Present Day History and Geography.

The Matanzas Batteries Silenced.

On April 28, the New York, of Admiral Sampson's fleet, the Cincinnati, and the Monitor Puritan appeared off Matanzas, about fifty miles east of Havana, and, drawing the fire of the batteries at the entrance to the harbor, proceeded to bombard them. The fire of the ships was very accurate, and in just twenty minutes every battery, including some new ones the Spaniards were erecting was silenced. The marksmanship of the Spaniards was wretched, not one shot from their guns hitting our ships. A day or two afterward, ships of the U. S. squadron bombarded the forts twenty-five miles west of Havana.

Commodore Dewey Destroys a Spanish Fleet.

On Sunday morning, May 1, Commodore Dewey's squadron entered the harbor of Manila, Philippine islands, and proceeded to give battle to the Spanish fleet, which had taken a position under the batteries of Cavite, at the mouth of the harbor. For two hours the roar of the guns of the contending fleets was terrific, and the din was made greater by the batteries on shore. The steady work of the Americans finally told; two of the largest Spanish ships were burned, another blew up, and others were sunk, to prevent their falling into the hands of the enemy. The Spanish fleet, consisting of about twenty vessels, large and small, was practically destroyed. None of their vessels was as large as the Olympia, Boston, and Baltimore, of the American fleet. Commodore Dewey then turned his attention to the silencing of the land batteries, and it is supposed he has taken the city, in which work he counted on the co-operation of 30,000 insurgents. The cable, however, has been cut, and no definite information since the naval battle has been received. British naval men express wonder and admiration at the audacity of Commodore Dewey in running into a harbor known to be heavily mined, and past the batteries, in order to engage the Spanish fleet.

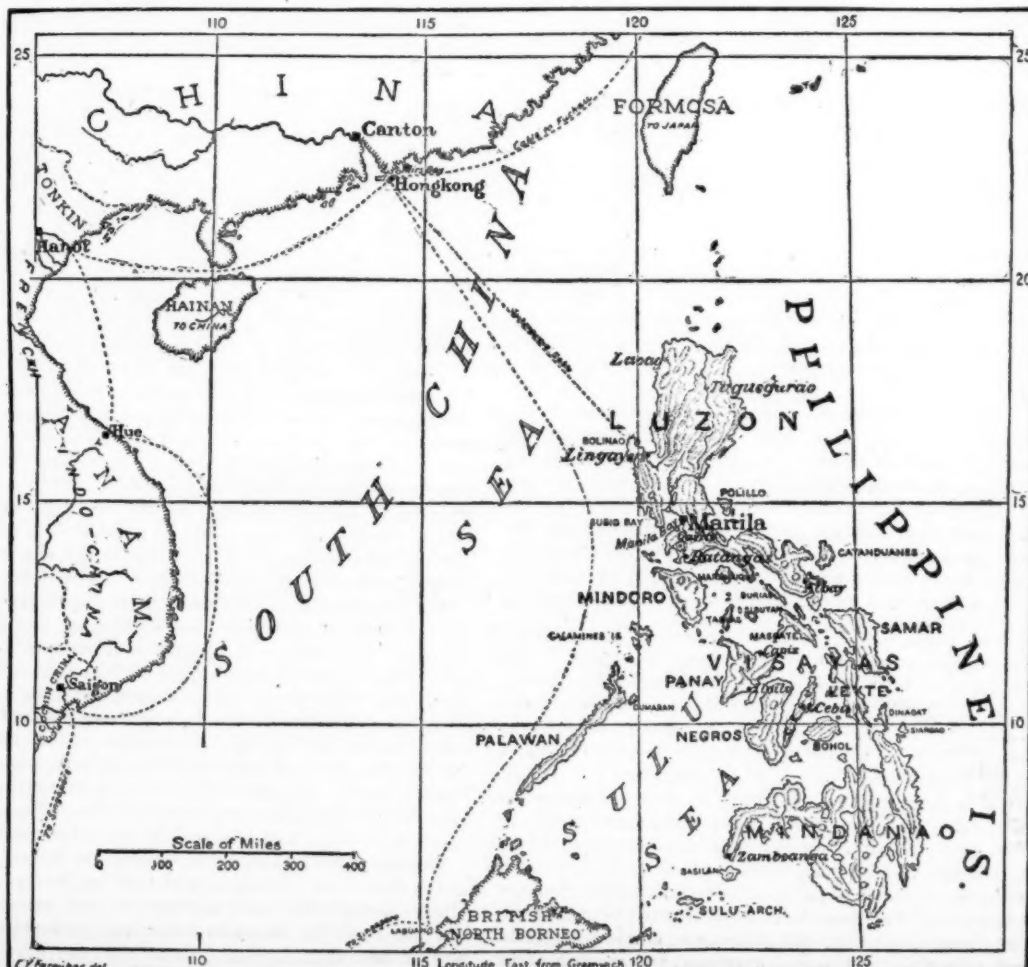
Commodore Dewey's Record.

Commodore Dewey, who won the splendid naval victory at Manila, is a Vermonter by birth. He was born in 1837, and was appointed a naval cadet in 1854. His first service was on



George Dewey, Commodore U. S. Navy.

the old frigate Wabash; he was then attached to the Mediterranean squadron. When the civil war broke out, he was made a lieutenant, and assigned to the steamship Mississippi. This vessel ran aground while trying to run past the batteries at Port Hudson, almost under the muzzles of the guns. The crew escaped in boats, Lieutenant Dewey being among them. While attached to the North Atlantic blockading squadron, he took part in several engagements below Donaldsonville, La., in 1863, and in two of the attacks on Fort Fisher the following year. In 1865, he was made lieutenant-commander, and served in Europe on the Kearsarge and Colorado. After commanding several other ships, he was made a commodore, in 1896.



For his latest service, the government will make him a rear admiral.

What is the Future of the Philippines?

With the possession of the Philippine islands by the United States, several important questions arise: Will they be restored to Spain? Will they be turned over to some other power? Will they be retained by the United States? Restoration to Spain is deemed out of the question, as she could never re-establish her power over the rebellious inhabitants; it would mean a continuation of the barbarous warfare of the past two or three years. Japan, Great Britain, and Germany want the islands. The United States might sell them to one of these for a war indemnity. But the difficulty in turning them over to any one of these powers is, that the others would feel aggrieved, so the United States may have to keep them. The retention, however, will mean that we must reconstruct the fortifications of Manila, and largely increase our fleet in the Pacific ocean. The Philippine insurgents are said to favor an American protectorate.



Prof. Hart, of Harvard, Justifies the War.

Cambridge, Mass.—Albert Brushnell Hart, professor of history in Harvard university, recently said:

"Until two or three weeks ago, I was convinced that the plan to interfere in Cuban affairs was largely a political scheme; that the motives for the proposed intervention were purely selfish, and that this country had not sufficient interest in Cuba to warrant armed intervention. When, however, I began to look into the matter carefully, and to study the history of our relations with Cuba for the past one hundred years, I saw things differently.

"I found that the Cuban difficulty did not begin in 1895, nor in 1868, but that for ninety-one years this country has had to face the question of its duty to Cuba. Moreover, I found that in 1822-26, when Cuba would, in all likelihood, have been able to gain her independence by the aid of neighboring countries, the United States government interfered in behalf of Spain. The reason for doing so was, that Cuba, if independent, might be unable to govern herself and be picked up by one of the great powers. Another reason which kept us from interfering, was the fear that Cubans free might abolish slavery in the island, and this would be detrimental to slavery in the United States. Therefore, down to 1868, and even to 1895, the United States may be held responsible for the Cubans not gaining independence from Spain. We have kept up the Spanish government in Cuba; we now have the moral responsibility to rid the Cubans of Spanish misgovernment.

"I am convinced that the deep conviction in the heart of the American people is, that the United States has a great interest in Cuba, although annexation may not be desirable. There have been principal reasons advanced for our not intervening forcibly in behalf of Cuba: First, that the whole thing was not worth fighting about. This I cannot for a moment consent to. The interest which the United States has in Cuba is worth the price of war. It is not a selfish interest, but simply a just and honorable obligation that the island should be given the chance to exist under a civilized form of government. It has been urged that diplomacy could settle the Cuban question, and that war was unnecessary. I firmly believe that there was no peaceful solution of the problem. Spain has always mismanaged her colonies. Spanish government is misgovernment, and must be so. The only final solution of the Cuban difficulty is the withdrawal of the Spanish government from Cuba.

"No diplomacy could ever have compelled this. We might have put the issue off a few years longer, but war was inevitable. The present war, therefore, is, to my mind, a just and honorable one, waged in behalf of civilization. As to the Cubans being able to govern themselves, I think it possible

that they will have no worse government than we have.

"Of the 14,000,000 voters in the country, one-sixth of them probably did not want war, on account of business interests. But this is a government of the majority, and I am firmly convinced that the great mass of the American people believed that the time had come for forcible intervention."

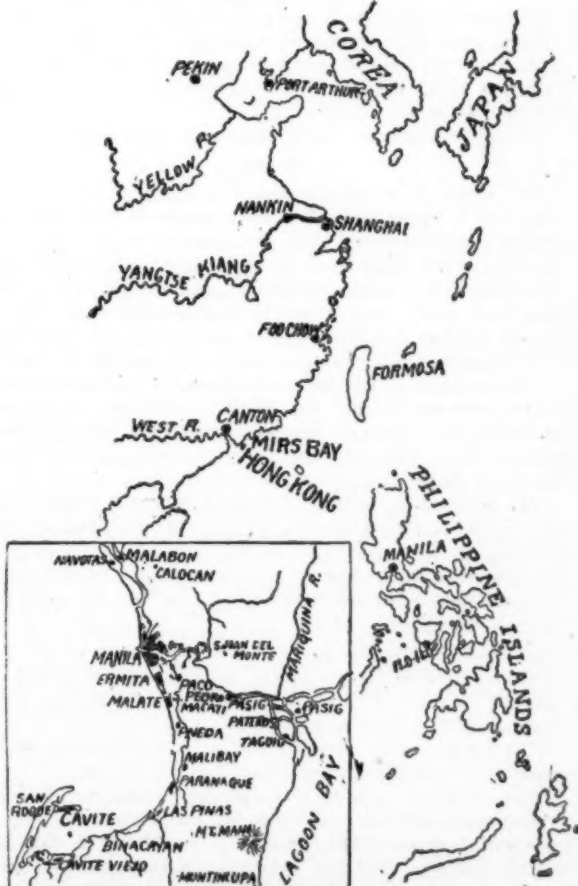
Rise of Breadstuffs in Europe.

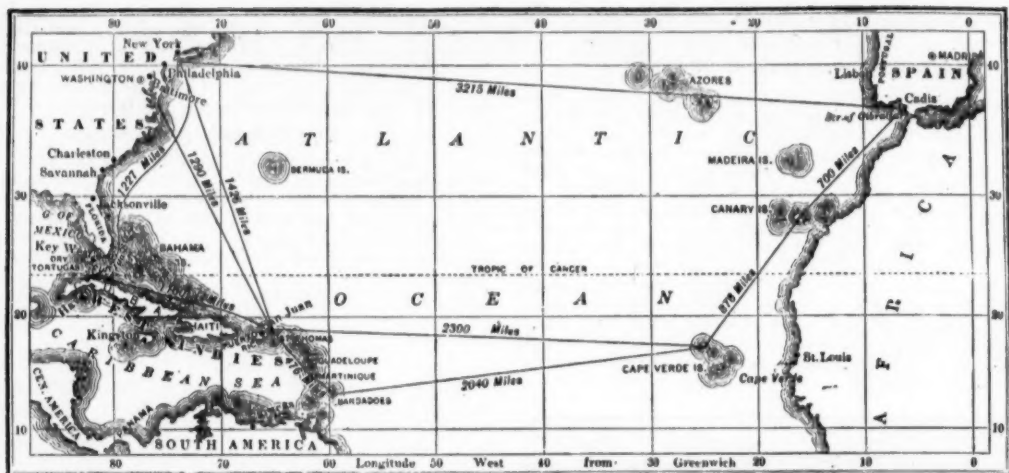
Among the first effects of the breaking out of war between the United States and Spain was the rapid rise in the price of breadstuffs in Europe. Frequent bread riots have occurred in Constantinople, and serious riots also took place in Molfetta, Minervino, and Murge, Italy. One Italian paper states that if the war should last more than a year, Italy's loss would be 500,000,000 liras.

The Maine.

By Camilla Liès Kenyon.

She fell not amid the rattle
Of war's heaven-cracking thunder;
Not the noble rage of battle
Rent her iron heart asunder.
Calm above her midnight brooded;
Calm beneath her slept the sea;
And none saw a grim, shroud-hooded
Specter pacing silently
Close beside the watchers keeping watch,
O friend, for thee and me.
Then from night's black entrails creeping
A fire-winged demon came.
And the sea shook, and went leaping
Skyward in a tower of flame.
And a roar burst long and hollow,
That the centuries shall hark.
Not the Seven Seas can swallow
That wild flame that seared the dark;
That hath lit the heart of millions with
A hot and sullen spark.
Flames like these burn not to embers—
Not till Fate shall quit her loom.
Ours a heart that long remembers;
And a hand as strong as doom.
Brothers, not for gainful glory
We the battle-blast release;
Let our annals hold this story:
We but warred on war's increase;
We, too great to covet conquest, made
Our warcry only "Peace!"





Courtesy of "Public Opinion."

Spain and Cuba.

In these days, when school boys parade the streets in martial array, and hurl defiance at imaginary Spaniards, it is well for them to know something of the country with which our nation is at war.

The history of Spain is a source for much thought and speculation as to the causes of her decay. Once holding more possessions than any other European nation, she has stood still and watched the progress of civilization past her, with hardly a thought that it must finally overwhelm. We can hardly believe that Spain has given to the world Trajan, Hadrian, Antoninus, Marcus Aurelius, Seneca, Martial, Quintilian, Lucan, Lope de Vega, and Cervantes.

Spain's rule has ever been oppressive, and it is due to this that one by one her colonies have dropped away, and her decadence become more swift.

EDUCATION.

The state of elementary education is low.

There are only thirty thousand schools. A compulsory education law has been in existence since 1857. This law, however, has never been enforced. Elementary school teachers get from \$50 to \$100 a year.

In higher education, Spain ranks with other nations.

GOVERNMENT.

The nation is a constitutional monarchy, governed by a king and a legislative body known as the Cortes, which is elected every five years. This is composed of two houses of equal rank, the lower house being elected by the people, and the senate being partly hereditary, partly nominated by the king, and partly elected by the highly-taxed corporations. Voters must be taxpayers, and at least twenty-five years old. The Cortes must approve the king's choice of a wife before he can be married, and this choice must be no one excluded by law from succession to the throne. Under the king are the president of the council, ministers of foreign affairs, justice, finance, the interior, war, marine, agriculture, commerce, public works, and colonies.

The present king of Spain, Alphonso XIII., is of the Bourbon family, and descended from Louis XIV., of France. Alphonso will be twelve years old May 17, and will succeed to full power in 1902, when he becomes of age. In the meantime, his mother, Maria Christina, an Austrian princess, is the ruler of the nation.

AREA.

Spain's area is 197,670 square miles; about two-thirds as large as the state of Texas, and a little larger than New England, New York, and New Jersey.

The population of Spain is 17,650,234; about the same as the combined population of the states just mentioned.

Her principal possessions are the Philippine Islands. Whether she will still hold Cuba and Porto Rico, the present war will determine. She has also several islands in Asia and Africa, making a total area in foreign possessions of over 405,000 square miles. The loss of Cuba will reduce this area one-

ninth. Madrid, the capital of Spain, has a population of over half a million, or about the same population as Boston.

FINANCES.

The revenues of Spain are about \$133,000,000, and are derived from direct and indirect taxation, stamp duties, government monopolies, and the like. Her public debt is nearly two billions of dollars, and it is almost impossible for her to borrow money. France is her largest creditor.

RESOURCES.

Spain is largely devoted to agriculture. Grapes, oranges, raisins, nuts, and olives, are exported in great quantities. Her mineral resources are greater than those of any country in Europe, but with characteristic lack of enterprise, she has failed to develop them. There are less than 8,000 miles of railroad in the country, and, in many places, the most primitive conditions of life prevail. Her lack of railroad facilities will be seen when it is understood that there are more miles of railroad in New England alone than in the whole of Spain.

The national religion is Roman Catholic, and is maintained by the government. People of other sects may worship, but only in private, and without public announcement of their services.

The monetary unit of Spain is the peseta, which corresponds to the French franc, and is worth between nineteen and twenty cents of our money. The national colors are red and yellow.

ARMY AND NAVY.

Like the other nations of Europe, Spain has a permanent army, besides an active reserve and a sedentary reserve; both to be used if needed. Any man over nineteen years of age is liable to have to serve three years in the permanent army. Then he goes into the active reserve for three years more, and from there to the sedentary reserve for six years. It costs 1,500 pesetas to be made exempt from service. It is estimated that Spain could raise an army of about 1,200,000 men. The army at present numbers about 100,000 men. The navy has about fifty fighting ships, with 1,000 officers, 9,000 marines, and 14,000 sailors.

"Spanish pride" is a familiar term. But, while the Spanish are the most courtly nation in the world, their pride is in the glories of their past, when great men performed great deeds, and chivalry and honor were not empty terms. The glory of Spain, like that of Greece, has died away, and the lesson she leaves, is that liberty and progress are the foremost elements of self-preservation.

CUBA.

Cuba, Spain's misgoverned colony, had, in 1890, a population of 1,681,000, an increase of 140 per cent. in sixty years. The proportion of whites is seventy-five per cent.; of blacks, twenty-five per cent. One-third of the whites can read and write, and in none of the Spanish colonies is so good a showing made. Havana, the capital, has 220,000 inhabitants. The agricultural population of the island is about a million. From this, the insurgent army is largely made up.

Cuba has 1,200 primary schools, with 83,000 pupils—a larger percentage than in Mexico, Venezuela, Chile, or Brazil. Havana has twenty daily papers, forty-four weekly, and twenty-eight monthly periodicals. This, again, is a better showing than in any of the Spanish-American republics.

The mileage of the island is 2,000 miles of public, and the same number of private roads. This, too, is a higher proportion than that of the Latin countries of this continent.

In per capita wealth last year Cuba ranked even higher than the United States; having \$531 to our \$407 per capita. The value of the island is estimated at \$850,000,000. Cuban trade in 1892 was worth \$170,458,000. Since that time it has declined almost to zero.

The School of Sleepy Hollow.

One of the landmarks of the state of New York came near being sold for a liquor shop a few days ago. It is the old school of Sleepy Hollow, situated a few miles from Tarrytown, the little building which is famous as the place where Ichabod Crane held the boys and girls of the neighborhood in durance vile, and where, between whiles, he perchance dreamed of the fair-haired Katrina.

At the request of a few residents of North Tarrytown, State Supt. Charles R. Skinner stayed the sale. But the disgraceful auction may be held soon, unless those who love Washington Irving, and revere the memory of our genial friend, interfere, to keep the little Sleepy Hollow school-house sacred from the hands of the vandals. There is no doubt that teachers will be ready to lend a helping hand in this, since, for the small sum of one hundred dollars, the building can be saved, and moved to a place of safety.

The school-house was originally a frame building, with hewn log beams. About 1865, it was substantially enlarged, all the available materials being utilized for the improved



Old Sleepy Hollow School House. Photograph taken in 1895.

structure, including beams, boards, the old Holland brick in the chimney, the doors, etc.

By the kindness of Mr. John D. Rockefeller, a half acre of land adjoining the old site was given, and the present school-house erected on it in 1894. There is preserved in this whatever of the old material was sufficiently strong to be used, together with the teacher's desk, at which Irving sat when he honored the school with a visit, and one of the pupil's desks. One of the old blackboards on, which Irving was known to have written for the children of the school, has been sawed in pieces, and distributed among the people of the vicinity.



Interior Sleepy Hollow Free School. Visited by Washington Irving

The illustrations show the building as it appears to-day, and an interior view, with the old "teacher's desk" in the center. The portrait of Irving on page 549 of this number is reproduced from the bust made by Johnson M. Mundy. This is considered the best existing likeness of the writer, Mr. Mundy having spent many weeks in study of the subject. All other portraits represent Irving as rather effeminate in appearance, which he certainly was not, as the illustration makes apparent.

Memorial Days in May.

Three important centenaries will be celebrated in May, the study of which will be of special interest to any history class.

The first one is the celebration of the Irish rebellion of 1798. The French Revolution awakened in the Irish Catholics a desire for equality with the Protestants. Secret societies were formed among them, and also one large one among the Protestants, named in honor of William of Orange. The "Society of United Irishmen" attempted to secure for Catholics the franchise and religious liberty. They were accomplishing many of their objects, and were supported in their contention for seats in the Irish Parliament by Lord Fitz-William, a member of Pitt's government. But George III., whose weakness and misrule precipitated our own Revolution, thought that if he allowed Catholics in Parliament, he would be violating his coronation oath. Then the society became agents for Civil war. France sent a powerful squadron to aid the Catholics, but a storm scattered it. Then England sent General Lake, who put down the rebellion with the cruelty of a Weyler. The only real conflict was at Vinegar Hill, in 1798. Two years afterward, Ireland was joined to England. It is the hundredth anniversary of this uprising that will be celebrated in May.

The second centenary is a Portuguese one, and on May 20 the cities of Portugal will celebrate with great pomp and ceremony the discovery of the Cape route to India by Vasco da Gama. This intrepid navigator completed his voyage to India by way of the Cape on May 20, 1498, arriving at Calcutta. This was but six years after the discovery of America by Columbus, and is regarded as second only to the latter in importance. On his return to Lisbon, Vasco da Gama was made admiral of the Indies.

The third centenary of the month presents food for reflection on the difference in judgment between ourselves and those who will, in the future, judge our deeds. Savonarola, Italy's great preacher, hurled his scathing denunciations at the corruption of the clergy and the state, and preached the virtues of morality and righteousness to a bitterly hostile public. Ex-communicated by the pope, he preached until he was arrested in Florence, and for weeks most horribly tortured. Florence was threatened with an interdict by the enraged pope if she spared Savonarola, so on May 23, 1498, he was publicly hanged and burned, and his ashes thrown into the Arno.

Now, with four hundred years intervening, Florence looks back on her deed with shame and sorrow, and when May 23 comes, she will celebrate the death and glorify the life of the man she so cruelly wronged.

Wednesday, May 4, was the 123d anniversary of the birth of John Frederick Herbart, the great educational philosopher. Herbart's father was a lawyer in the town of Oldenburg; his mother, an excitable, but "rare and wonderful" woman, superintended his early education. His remarkable progress in studies may be judged from the fact, that at fourteen he had written a powerful essay on "Human Freedom," and at eighteen, was studying philosophy under Fichte, at the University of Jena. Fichte was a source of much inspiration to him. At twenty-one, Herbart accepted a place as private tutor at Berne, and while there he made the acquaintance of Pestalozzi, whose most illustrious discipline he became. His careful study of Pestalozzi's methods is evidenced from several books, notably the "A B C of Intuition," published in 1802, in which he made an attempt at a scientific development of Pestalozzi's ideas.

After studying for some time at Göttingen, he was made professor of philosophy and pedagogics there. In 1806, he published his chief pedagogical work, "General Pedagogics," and in 1808, his "General Practical Philosophy" and "Principal Points of Logic and Metaphysics." The next year he was called to the chair formerly occupied by Kant, at Königsberg. This was the fulfilment of a long-cherished ambition, and while here, Herbart established a pedagogic seminary and school of practice, to teach and work out his ideas of education. He held this chair for nearly a quarter of a century, and while here, wrote the greater portion of his psychological and pedagogical works. In 1833, he returned to his former position at Göttingen, where he remained until his death, August 14, 1841.

It is interesting to compare Herbart's life with those of his contemporaries. He lived through the trying times of the French Revolution and the Reign of Terror. Froebel fought against Napoleon, Pestalozzi was active in politics, and Voltaire, Rousseau, and Hume, were intimately connected with the political affairs of the time; but Herbart's thoughts were turned upon something deeper than the strife of nations, and he was at all times a philosopher and educator. The May number of *Educational Foundations* has a splendid picture of Herbart, in commemoration of his birthday.

School Law.

Recent Legal Decisions.

(Compiled by R. D. Fisher, Indianapolis.)

1. In the division of the town of Danvers, district 11 became a part of South Danvers.

Held, that in this division the district retained its right, in a fund held in trust for the benefit of the several school districts of the town of Danvers.

2. When the town of South Danvers was afterward re-districted, the fund passed to district 2, the successor district 11.

3. St. 1869, chap. 110, abolished the school-district system, and provided that towns should take possession of all the property of the several districts, and that property held in trust for the benefit of any district should continue to be so held and used.

Held, that the fund became vested in the town of South Danvers, of Peabody, its new name, to be used by it "for school purposes and no other," in accordance with the vote of the town of Danvers, under which it was originally distributed to district 11.

4. The person appointed trustee acquired no right or title to the fund.

Guinding et al. vs. Inhabitants of Peabody et al. Mass., S. J. C., March 9, 1898.

Note:—The above is an important decision, and is a fair type of the questions usually arising upon the abolishment of a particular system.

LIABILITY OF SCHOOL TREASURER.

Where, by reason of the acts of a school and its treasurer, and liability incurred, is, by law, expressly confined to the treasurer, it is not necessary to make the members of the school board defendants in an action against the treasurer, to enforce the liability, the treasurer alone being liable for any default.

Starr, treasurer, etc., vs. State ex rel. Ketcham, atty. gen., Ind., S. C., March 25, 1898.

SUPERINTENDENT OF SCHOOLS.

1. A superintendent of schools may be discharged when not fit or able to perform his duties.

2. The employment of a superintendent of schools is deemed to be for one year, unless otherwise agreed upon.

3. The pendency of an indictment for adultery against him is sufficient cause for discharge.

4. Under pub. stat. chap. 44, secs. 44, 45, and st. 1881, c. 431, the joint committee of towns united to form a school district has power to discharge the superintendent, and employ another.

Freeman vs. Town of Bourne, Mass., S. J. C., March 25, 1898.

LEVY OF SCHOOL TAX—AMENDMENT.

1. The levy of school tax by board of directors, when the

district is governed by a board of education, held a fatal error.

2. Where a levy of school tax was void from the beginning, it could not be made valid by amendment.

Chicago & A. R. Co. vs. People ex rel. Martin, Ill., S. C., March 14, 1898.

SCHOOL AND BUILDING TAX.

The law (3 Starr & C. Am. Stat., p. 3706), after specifying in detail the items for which school taxes may be levied, provides that such levy shall not "exceed two per cent. for educational and three per cent. for building purposes, except to pay indebtedness contracted previous to the passage of this act."

Held, that the words, "for building purposes," are special, and apply solely to the building of school-houses, and matters incident thereto, while the words, "for educational purposes," are general, and apply to all matters for which a board of directors may levy school taxes.

O'Day et al. vs. People ex rel. Kinsey, etc., Ill., S. C., Feb. 14, 1898.

TEACHERS CONTRACT VOID.

In an action to recover for a breach of contract to teach:

Held, that a resolution authorizing the hiring of plaintiff as school teacher, entered into at a special meeting of the board of education, called on two days' notice, where four of the five members had been served with notice, and were present, the other member being out of town for two days, is unauthorized, since, under laws 1891, p. 223, sec. 6, at least three days' notice must be given, which can be waived only by universal consent where every member is present.

Schafer vs. School Dist. No. 1 of Baraga, Mich., S. C., March 15, 1898.

TRIAL OF SCHOOL SUPERINTENDENT.

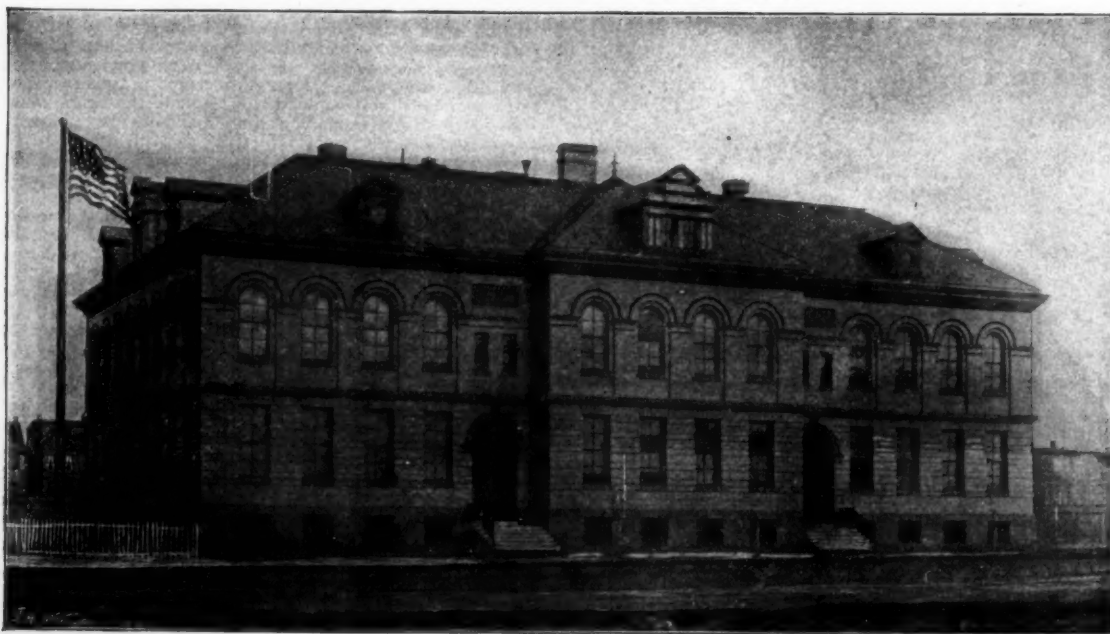
In a proceeding to remove the superintendent of the public schools from office, he is entitled to have a member of the board of directors of the school district which constitutes his tribunal, prohibited from sitting on the tribunal, provided the member is biased, and has a personal enmity toward the defendant.

State ex rel. Barnard vs. Board of Education of City of Seattle et al. Wash., S. C., Feb. 23, 1898.

Indiana School Book Law.

The Indiana school book law has been so amended that all books which have been adopted may be sold by dealers and merchants, instead of by trustees, as before. This is contingent on the permission of the contractors. The Indiana School Book Company gave permission for its books to be sold at the stores when the law was passed. As a result, many of the trustees have sold the books they held to the dealers. If a trustee keeps the books, he must make a quarterly report about the books and his transactions. He is also personally responsible for them. The trustees are glad to be relieved of this burden.

Two of the contractors supplying three books have refused to have them sold, except by the trustees.



Cameron School, Harrisburg, Pa.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

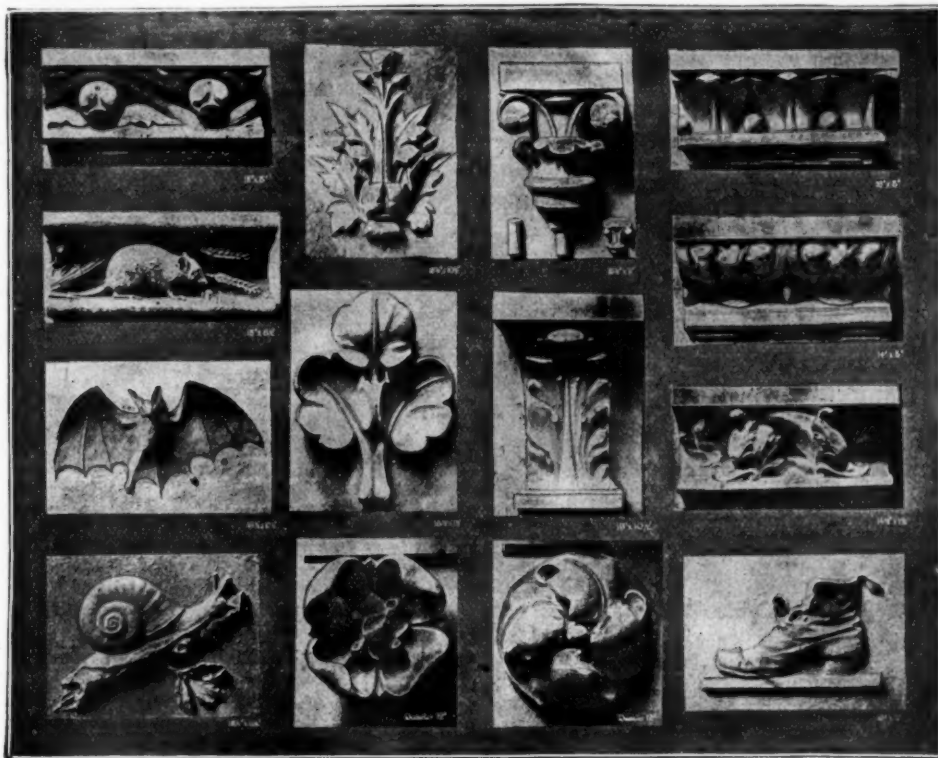
Casts for Modeling.

A new series of models, manufactured by Taylor & McKechnie, of Birmingham, England, are especially well adapted for the teaching of modeling and shading from the cast. They deal boldly with relief, and are easier to work from than

the simpler molding and the capital should be used for the earlier exercises. Exercises, as variations, on these might afterward be given by the teacher drawing on the blackboard the section of the molding, but with other ornament, or another form of section with a suitable ornament; these to be modeled by the students, to be followed by the modeling of any approved suggestions made by the student for the ornamentation of the molding. The same with the capital, rosettes, etc.

The casts need not be copied full size; the size most useful being that which will fill an ordinary school slate. Whether slate, board, or plaster slab be used, a layer of clay should be laid on upon which to build the model.

Many of the points above referred to will apply to light and shade drawing from these casts; more especially the simplicity caused by fewness of parts, the fulness of the relief, and that they are large enough for a class. The casts will also be found to be of use in the teaching of outline drawing. The casts are very light, yet strong, being made in fibrous plaster.



Casts for Modeling.

models less in relief, but more highly polished, and having more lines.

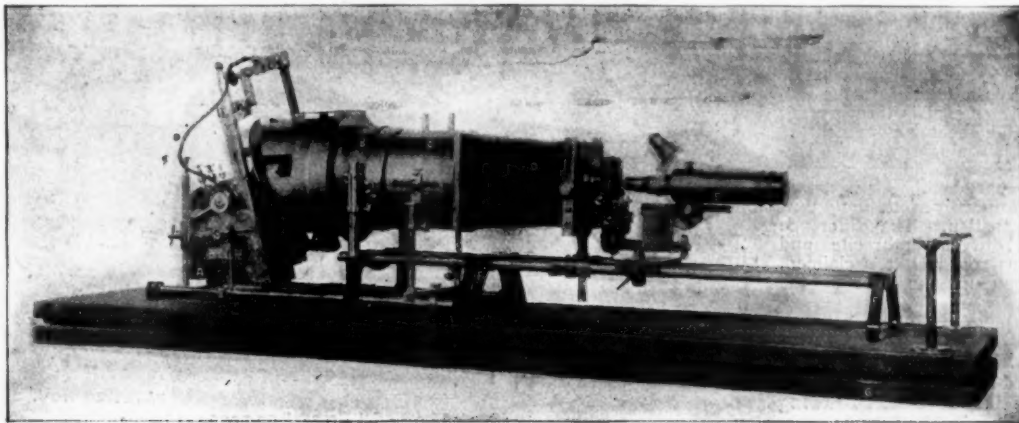
On a few of the casts there are smaller models not intended to be copied, but which show the various stages of work. For example: The capital—first, the half cylinder; second, the rectangular slab or top; third, the inverted bell shape joining and harmonizing these forms.

In the illustration the casts are not arranged exactly in the order of difficulty, as this varies somewhat, according as they are used for modeling or light and shade; but for modeling,

They range in size from 16 inches long to 12 inches square, and are thus large enough for one cast to be used by a class. The educational value of this will be evident to all teachers, as will also the saving of time, room, and teaching power, as compared with the usual custom of using one cast for each student.

A New Projecting Microscope.

The microscope shown in the accompanying cut, is used for projecting on a screen the highly magnified image of mi-



A Projecting Microscope.

microscopical objects, living animalculæ, diatoms, bacteria, the circulation of the blood in a frog's foot, and the like. The microscope can be supplied with either the automatic, self-centering, electric lamp of 3,000 candle power (A), with hand-feed electric lamp, or with a calcium light, whichever is preferred. The alum cell (C) is an arrangement for cooling the light by absorbing the heat, thus ensuring safety to the objects. B is the hood and cell, containing two condensers. The bellows-hood (D) prevents any stray rays of light from reaching the screen. The microscope (E) is adjustable vertically on a single support, the optical bench F thus constantly preserving the focal axis. The Abbe condenser on the sub-stage of the microscope collects the entire beam of light, and centers it upon the object. The amount of light is regulated by a revolving diaphragm. The condenser can be worked backward or forward at will, to find accurately the point where it works to the best advantage. It is hung in a collar, which can, by a touch of the finger, be swung in or out of position. Connected with the sub-stage is also a Polariscope, which can be adjusted instantly. The body of the microscope is made to slide through a collar, so as to arrange it for long or short objectives. The eye piece is also capable of adjustment, thus securing a more accurate focus. The entire instrument is attached to the adjusting boards G, which can be raised or lowered to secure the proper angle.

The manufacturers of this projecting microscope are Williams, Brown, & Earle, 33, 35, and 39 South Tenth street, Philadelphia, Pa.

The University Publishing Company, 43-47 East 10th street, New York, announce the following additions to their Standard Literature Series, which now includes thirty numbers: "Pilgrim's Progress" (condensed), John Bunyan, with notes by Prof. Edward Everett Hale, Jr., Ph.D., is the March number. "Black Beauty," by Anna Sewell, is the April issue. "The Yemassee," by Wm. Gilmore Simms, will be published in May, and "Westward Ho!" by Charles Kingsley, will be ready in June. Other numbers in preparation are the following: "Silas Marner," George Eliot; "Last Days of Pompeii," Bulwer Lytton; "Dutchman's Fireside," James K. Paulding; "Cosette," from "Les Misérables," Victor Hugo; "Tour Around the World in Eighty Days," Jules Verne; "Three Musketeers," Alexandre Dumas, and "Swiss Family Robinson." Send for complete circular with contents.

The Holden patent book covers and repairing material, manufactured by the Holden Company, Springfield, Mass., have been adopted at Butte, Montana; Warner & Woodsville, N. H.; Springfield, Mass., and the following towns of Maine: Lewiston, Winthrop, Cherryfield, Houlton, Madison, Fort Fairfield, Caribou, Sherman Mills, Dover, and Sebec. Philadelphia, Phillipsburg, and Reading, Pa., St. Albans, Vt., Rockville, Conn., and a number of other cities, have recently renewed their orders for this material. The Holden Company report that their business for 1898 is 40 per cent. larger than during the same time last year.

The "Book of Tools and Woodworkers' Tools," issued by The Chas. A. Strelinger Company, of Detroit, Mich., has recently been adopted as a text-book by the West Virginia university at Morgantown, and the Armstrong & Slater Memorial Trade school at Hampton, Va.

Saunders & Hyde, of Buffalo, N. Y., are the manufacturers of a new smoke consumer, which makes practicable the burning of soft coal without the accompaniment of smoke. The principle is: Steam is injected into the fire-box whenever coal is thrown onto the fire. The heat decomposes the steam, which mingles with the carbon in the smoke, and the gases are instantly consumed. Air is drawn into the firebox by suction, and thus aids combustion. The difference in cost between anthracite and bituminous coal will, it is claimed, quickly pay for the cost of the device.

THE SCHOOL JOURNAL next week will have a beautifully illustrated article by James Frederick Hopkins, director of Drawing in the Boston Public Schools.

Blackboards, Slates, and Erasers.

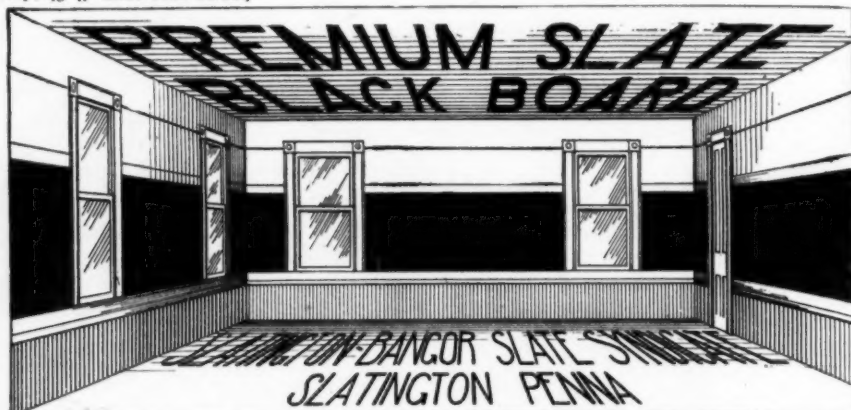
One of the most difficult questions for a school board to decide, is the kind of equipment it shall furnish for the blackboard and slate work of the pupils. The Journal offers this month a fairly wide range for selection in this line of equipment, and presents for the consideration of school boards, the claims of the various forms of blackboard and slate equipment.

Thirty years ago, blackboards were made of pine, covered with a coat of black paint. A school of fifty or sixty pupils took delight in a board four feet square. To-day, each pupil wants that amount of space. Since then, great improvements have been made: but the questions of dust, expense, durability, and the like, still confront us.

PREMIUM NATURAL SLATE BLACKBOARDS.

A large number of school boards are willing to go to extra expense in order to get natural slate blackboards. The evident advantage of natural slate is, that it does not wear out, and hence saves money in repairing. Then, too, its supporters claim it has a dead blue-black color that does not reflect the light like the glossy surface of other boards, and thus averts injury to the pupils' eyesight.

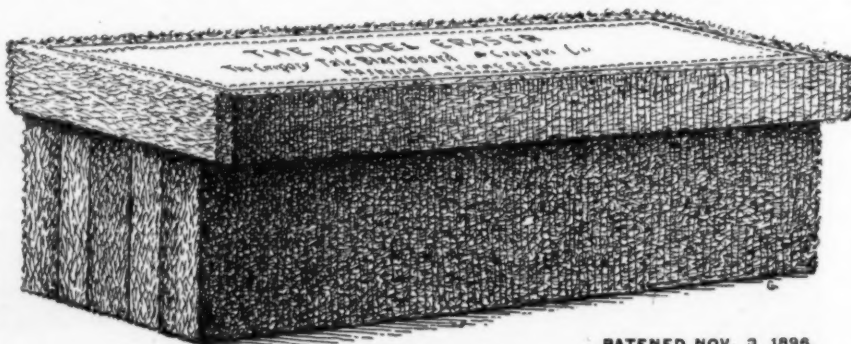
A natural slate blackboard that has many claims to the attention of school boards is the "Premium," manufactured by the Slatington-Bangor Slate Syndicate of Slatington, Pa. These are made from selected stone, and are free from foreign substances, of uniform color, and high finish. The finish is ob-



tained by grinding on an iron rubbing-bed, with fine sand and marble, and then finishing by hand with pumice stone and water. The solid slabs are from three to six feet in length, two and one-half, three, three and one-half, and four feet in width or height, and three-eighths inch in thickness. These slabs are squared, jointed, and marked so as to fit closely, and give the appearance of a solid board. They are secured by a molding around the outside edge. The joints are fitted so closely as to be almost imperceptible, and will not interfere with the use of the board.

GREGORY TALC PLATE.

The injurious effects of chalk dust on the pupils' eyes and lungs will be entirely obviated, it is claimed, by the use of the Gregory Talc Plate blackboards. These have a surface which will admit the use of natural talc crayons. The surface is noiseless, and the claims of its makers are, that it will not become oily; that it is blacker and harder than stone slate; does not reflect the light, hence, the work can be seen at any angle; it never gets gray, and it can be made any width or length without seams. This latter advantage enables it to be mounted on plastered walls or over old blackboards. The talc crayon is made expressly for use on this blackboard. Talc dust is



PATENTED NOV. 3, 1896.

(See "The Model Eraser" on page 543.)

nearly six times as heavy as chalk, hence its dust sinks immediately to the floor, instead of floating in the air to be breathed. Dropping on the floor will not break a talc crayon. For

GREGORY TALC CRAYON.



TRADE MARK.

these goods, the Gregory Talc Blackboard and Crayon Company, Nashville, Tenn., was awarded a medal and diploma at the Tennessee Centennial Exposition.

HYOPLATE.

Hyoplate is product of wood pulp, and is converted by pressure into large slabs. It is covered with a liquid slating which should last for years. Hyoplate is light in weight, and, it is claimed, will not warp, crack, or split. It has no joints up to twelve feet in length. It can be put up anywhere, without previous preparation. With a molding and chalk trough, one has a complete blackboard. Hyoplate is manufactured by C. F. Weber & Company, Chicago, Ill.

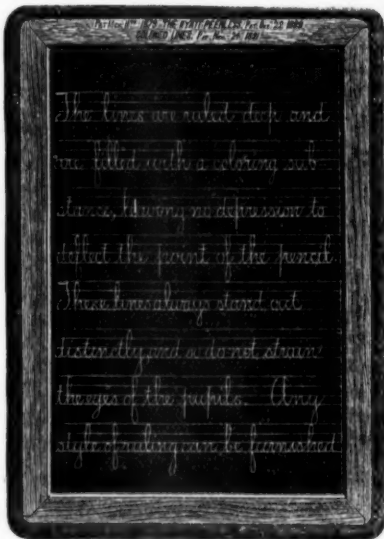
POTTER BLACKBOARD MATERIAL.

The Potter material is applied to the wall or blackboard in the same manner as the ordinary hard finish, and makes a blackboard one-eighth inch in thickness. The manufacturers, The American Soapstone Finish Company, Chester Depot, Vt., claim that the surface will not crack or scale; has no seams or joints, and is comparatively inexpensive. It makes a smooth surface, and yields but little dust. The material is in the shape of a black paste, which can be successfully applied according to the directions by any good plasterer.

COLOR LINE SLATE.

The choice of slates is a much easier matter than the choice of blackboards, being more a matter of individual taste.

One of the neatest things in ruled slates is the colored-line slate, manufactured by the Hyatt School Slate Company, Bethlehem, Pa. The lines are drawn by machinery, and filled with a colored composition which is smoothed off to the



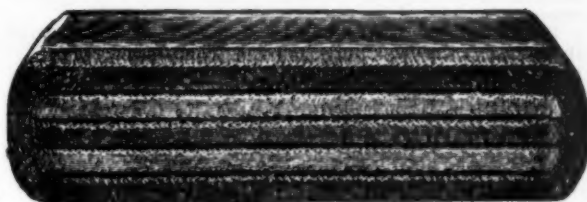
surface of the slate, offering no resistance to the pencil. The lines are clear and regular, and will hold their color as long as the slate will last. These slates can be procured with any style of ruling. They are ruled in pink or soapstone color.

ANDREWS' DUSTLESS ERASER.

The Andrews is an eraser which has had a long and successful



existence. It is well known for its durability. It is made of either wool-felt or cotton-felt, so woven that the rubbing



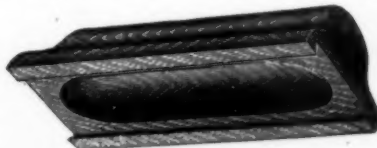
is done by the ends of the fiber. The accompanying cuts give a good idea of its construction.

THE MODEL ERASER.

Numberless experiments have been made in the search for a satisfactory eraser. One that must command attention is The Model Eraser, manufactured by the Gregory Talc Blackboard and Crayon Company, Nashville, Tenn. This is made entirely of felt, and has no wood or metal about it. This makes the eraser light, and saves the blackboard from injury, as well as the school-room from noise when erasers are dropped on the floor. The depth of the five felt strips insures a long life for the eraser, and also a minimum amount of dust. This eraser has been adopted by the schools of San Francisco and Oakland, Cal., Nashville, Tenn., the Berlitz Schools of Languages, and many other schools and cities. (See illus. on page 542.)

THE STANDARD ERASER.

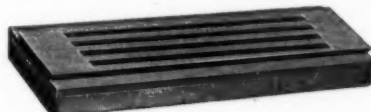
A strictly new eraser is the Standard, which, it is claimed, is the least expensive eraser on the market. The felt strips



are separated so that the dust goes through the openings and lodges in the handle. Thus, the eraser is easily cleaned. When



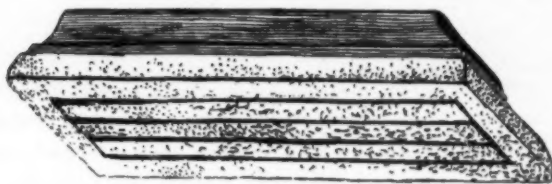
the felt wears out, all that is necessary is to order new ones, which are easily inserted in the old handles. These felts may



easily be sent by mail. This eraser is manufactured by the E. H. Stafford Company, Muskegon, Mich.

OLCOTT'S WOOL FELT ERASER.

The Olcott eraser, which is used in the public schools of Philadelphia, is made from all-wool felt, fastened to a light wood handle in such a manner as to present the edge of the felt to the blackboard as a wearing surface, the wear being on



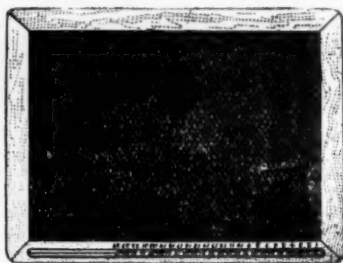
the ends of the fiber. The outside edges are protected by a band, which holds the felt firmly to the handle. The eraser is easily cleaned by rapping on a flat surface. It is manufactured by J. M. Olcott, 70 Fifth Avenue, New York.

SILICATE BOOK SLATE.

Something entirely new in the slate line is the silicate book slate, manufactured by the Holly Silicate Slate Company, 203 Front Street, New York. This is made from a new formula, and requires no moisture in the erasing of either slate- or lead-pencil marks. An ordinary dry cloth is all that is required. The silicate preparation is an alkali, and in no way injurious. The slates are extremely light in weight. The manufacturers also make from the same formula a blackboard for slate-pencil or crayon use. As the color of the slates is the same as stone,

without its weight, and without the necessity for moisture in erasing, they should become very popular.

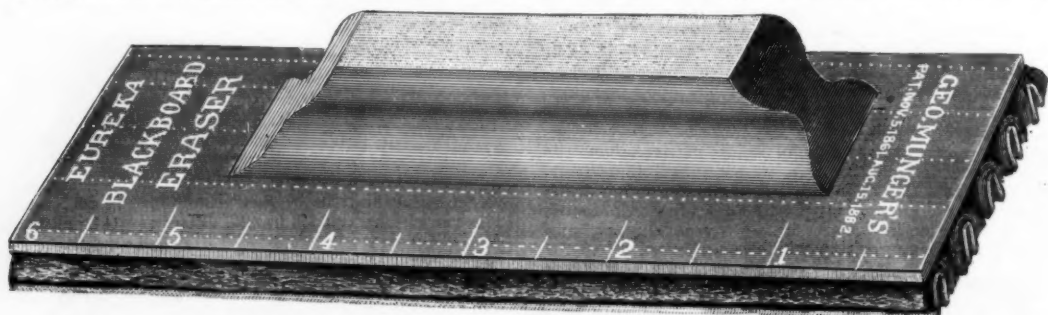
The object-lesson slate, shown in the cut, is the same as those first described, with a numeral frame attached. This is to explain the composition of numbers. Colored balls are



placed in the grooves opposite the numbers. Thus, by moving the balls, one at a time, the processes of addition, subtraction, multiplication, and division may be explained, and the answers obtained from the number on the frame. The device may also be obtained in blackboards 18 x 24 inches in size.

THE EUREKA ERASER.

An eraser which is growing in popularity is the "Eureka," manufactured by Munger & Son, East River, Conn. It is made of a combination of chamois skin and wool-felt, in such



a manner as to secure durability. It is pliable, and will not injure the blackboard, and it is so constructed that very little annoyance is caused by dropping the eraser on the floor. Its weight is less than two ounces.

Books Under Way.

(Under this head will appear advance announcements of forthcoming text-books.)

American Book Co.

Selections from the Works of Jean Paul Friedrich Richter, edited by George Stuart Collins, Polytechnic institute, Brooklyn. To be used in college work.

The Beginner's Latin Book, by James B. Smiley, A. M., and Helen L. Storke, A. B., Cleveland West high school.

Birds of the United States, by Austin C. Apgar, author of "Trees of the United States," with keys for the identification of birds in the hand or in the bush. Will form a companion volume to Apgar's Trees.

Applied Physiology, Primary Grade.

Applied Physiology, Intermediate Grade, by Frank Overton, M. D., late surgeon to the City hospital, New York.

Outdoor Studies, A Reading Book of Nature Study, by James G. Needham, author of "Elementary Lessons in Zoology." A supplementary reader of the Eclectic School Reading Series, Third and Fourth Reader grades.

Elementary English, for Use in Primary and Lower Grammar Grades.

Elementary English Grammar and Composition, for use in upper grammar grades, by E. Oram Lyte, A. M., Ph. D.

History of Virginia, by R. B. Smithey, for use in grammar grades.

The Story of the English, by H. A. Guerber, author of "Story of the Greeks," etc. The Eclectic School Reading Series.

Stories of Indians, by Maurice Thompson. Stories of the States Series.

Songs for Children, by Emma A. Thomas, supervisor of music, Detroit public schools.

Song Stories for Children, by Frances S. Brewster, for use in primary grades.

The Rational Spelling Book, Part I., for the first three school years.

The Rational Spelling Book, Part II., for the five remaining years of the grammar school course, by Dr. J. M. Rice.

D. Appleton & Co.

Parker's, On the Farm.

Playtime and Seedtime.

Troegers, Harold's Rambles.

Keyser, News From the Birds.

Baskett, Story of the Fishes.

Hale, E. E., Historic Boston and Its Suburbs.

Holden, The Earth and Her Neighbors.

" The Sun and His Family.

" Some Great Astronomers.

Harrington, the Weather.

Harris, Scott's Rob Roy.

A. S. Barnes & Co.

An Anglo-Saxon Reader, by W. M. Baskerville and James A. Harrison.

Later English Plays, by Prof. Calvin S. Brown.

Ginn & Co.

Allen and Greenough's Caesar (Revised Edition).

Dante Report 1897.

Frye's Elements of Geography.

Coleridge's The Rime of the Ancient Mariner, edited by Lincoln R. Gibbs.

The Alcestis of Euripides, edited by Hermon W. Hayley.

School Music Course, Book I.

Edmund Burke's Letter to a Noble Lord, edited by Albert H. Smyth.

George Eliot's Silas Marner, edited by R. Adelaide Witham.

D. C. Heath & Co.

English Etymology for Secondary Schools, by Dr. Friedrich Kluge, of Freiburg, editor of Etymologisches Woerterbuch der deutschen Sprache, and Prof. Frederick Lutz, of Albion college. Cloth, 242 pages.

Goldsmith's Vicar of Wakefield, following the text of the last English edition printed during the life of Goldsmith. Edited by Prof. William H. Hudson, of the Leland Stanford university. In Heath's English Classic Series.

The Essentials of Argumentation, by Edward J. MacEwan. Cloth, 413 pages.

The Beginners' Reader, by Miss Florence Bass, of Indianapolis, author of Plant Life and Animal Life. Beautifully illustrated with

colored pictures, also containing many lessons in vertical script.

Schubert's Songs. Selections from sixteen pages of Hart's School Manual of Classic Music.

Selections from Mozart. Sixteen pages from Hart's School Manual of Classic Music.

French Review Exercises for Advanced Students, by Dr. P. B. Marcou, of Harvard university. 8vo.

Ebner-Eschenbach's Die Freiheiten vom Gemperlein und Krambambuli, with introduction and notes by Prof. A. R. Hohlfield, of Vanderbilt university. 8vo., 135 pages, boards. 30 cents.

About's Le Roi des Montagnes, with introduction and notes by Dr. Thomas Logie. 8vo., 135 pages, boards.

Houghton, Mifflin & Co.

RIVERSIDE LITERATURE SERIES.

No. 125. Palamon and Arcite, by John Dryden, edited by Arthur Gilman, with a biographical sketch, introduction, and notes.

The Macmillan Co.

Topics on Greek and Roman History, by A. L. Goodrich, principal of the Free academy, Utica, New York, formerly principal of the high school, Salem.

American History Told by Contemporaries, edited by Albert Bushnell Hart, professor of history in Harvard university. In four volumes, Vol. II., Building of the Republic. (1689-1783.) Price, \$2.00.

A Handbook of Nature Study, by D. Lange, of the Central high school, St. Paul, Minn.

Studies in American Literature, by Charles O. Noble, professor of the English language and rhetoric, Iowa college, Grinnell, Iowa. Cloth, medium 8vo.

Plane and Spherical Trigonometry, by J. W. Nicholson, LL. D., professor of mathematics in Louisiana State university.

Nature Study in the Elementary Schools. II. A Reader. Nature Myths, Stories, and Poems, by L. L. W. Wilson, Ph. D., Philadelphia normal school, with four colored plates and many other illustrations.

Four-Footed Americans, With their Non-Footed and Wing-Handed Kin, by Mabel Osgood Wright, edited by Frank M. Chapman, with original illustrations by Ernest Seton Thompson.

University Publishing Co.

Standard Literature Series. 32 numbers ready. 14 double; 18 single. May number, The Yemassee, by William Gilmore Simms (double), paper, 20 cents, cloth 30 cents. April number Pilgrim's Progress, single. June number, Westward Ho! by Charles Kingsley, double.

Werner School Book Co.

Four American Patriots, by Mrs. Alma Holman Burton, cloth, 256 pp. Price, 50 cents.

History and Civil Government of South Dakota, by Prof. C. M. Young, cloth. Price, \$1.00.

The Werner Arithmetic, Book III., by Prof. Frank H. Hall, cloth, 256 pp. Price, 50 cents.

Text-Books on Geography.

In the School Board issue for February was begun a review of the most important text-books on geography published in this country.

Potter's Geographies.

(Columbia Book Co., Philadelphia, Pa. The H. P. Smith Publishing Co., New York agents.)

Modern methods in geography call for a study of peoples and their environment; their forms of government, and the history of physical and political change, rather than the memorizing of places, boundaries, and physical forms.

In the Potter geographies, the old map study has given place to map readings, which are made incidental to the more important subjects of material and political growth. Map drawing is presented as a means to an end, and a plan of rapid

sketching, which gives the general outline, is adopted, thereby saving hours of valuable time to the pupil.

The relief maps emphasize the influence of physical conditions upon the routes of commerce and the development of civilization. The subjects are treated topically, admirably arranged, and minor details are ignored. Special attention is given to the great centers of trade, routes of commerce, productions and methods of exchange, religious and political institutions, and the like.

This is the result of painstaking research, and its ideas were verified and made practical by actual class work.

The page here given is from Lesson XC. of Potter's Elementary Geography.

The Advanced Geography has seven full-page relief maps in color, and six physical charts in color, besides many political and commercial maps. An illuminated title page, a chromatic frontispiece, the flags of all nations, printed in colors, and the census reports for 1890, are also special features.

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COMMERCIAL CITIES.

2. A commercial city forms the center of trade for the surrounding region, and the character of its exports must be determined by what?

Would a region that produces much cotton be likely to export large quantities of coal?

3. London, in England, is the largest commercial city in the world. What else have you learned about London? What have you learned of its

America. What have you learned about New York? As New York has one of the finest harbors in the world, what would you conclude about its commerce?

5. Philadelphia is noted for its large inland traffic, and for its immense exports of iron, coal and petroleum.

6. What have you learned about the productions of the Northern part of the Garden of the World? Why



BIRD'S-EYE VIEW OF NEW YORK.

productions and manufactories? What would you conclude about its exports? England is a small country with a large population, busily engaged in manufacturing, and the farmers cannot supply the people with food. What would you conclude about the imports of London? Liverpool ranks next to London as a commercial city. Locate these cities (page 83.)

4. New York is the leading commercial city in

is Chicago well situated for commerce? Can you think of any productions of which it might export quantities? It is the greatest grain and pork market in the world, and exports more lumber than any other city in the United States.

7. What have you learned is the leading production in the Southern States? Why is New Orleans well situated for commerce? What do you think would be its leading export.

New Publications of the Month

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any books prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR	Pp.	BINDING.	PRICE.	PUBLISHER.
The Princess		92	Paper	.15	Ainsworth & Company
Selections from Bacon's Essays		80	"	.15	"
Selections from Burns' Poems		134	Cloth		Allyn & Bacon
Story of Æneas	Clark, M.	203	"	.45	American Book Company
The Rape of the Lock		110	Bds.	"	"
Selections from Wordsworth's Poems		142	"	"	"
Selections from Gray's Poems			"	"	"
Palamon and Arcite		111	"	"	"
German Grammar	Edgren, Hjalmar	181	Cloth	.75	"
Graded Work in Arithmetic	Baird, S. W.		Bds.	"	"
Minna Von Barnhelm	Lessing, G. E.	159	"	.50	"
An Elementary Course in the Integral Calculus	Murray, Daniel Alex.	288	Cloth	2.00	"
Chaucer's Prologue and the Knight's Tale	Van Dyke, A. M. (ed.)		Bds.	.25	"
Latin Prose Composition Based on Cæsar, Nepos, and Cicero					"
School Reading by Grades, 1st year	Dodge, C. Crocker and Tuttle, Hiram Austin	145	Cloth	.75	"
" " " " 2nd "	Baldwin, James	128	"	"	"
" " " " 3rd "	"	160	"	"	"
" " " " 4th "	"	208	"	"	"
" " " " 5th "	"	206	"	"	"
" " " " 6th "	"	208	"	"	"
" " " " 7th "	"	240	"	"	"
" " " " 8th "	"	240	"	"	"
The Animal World		240	"	.60	D. Appleton & Co.
Picture Lessons No. 2	Biddulph, E. L.	35	Paper	.10	E. L. Biddulph
Scrap Book Recitations		143	"	.25	T. S. Denison
Story Composition			"	.25	A. Flanagan
Blocks With Which We Build	Constable, Ethel Dana		Cloth	.30	"
A Patriotic Primer	Foster, Wallace	112	Paper		Foster Wallace
New Century Speaker	Frink, H. A.	346	Cloth	1.10	Ginn & Co.
Homer's Iliad Bk's 1, 6, 22, 24	Tappan, W. (ed.)	114	"	.40	"
Cæsar's Gallic War Bk. I	Roberts, Arthur W. (ed.)	204	"	.50	"
German Composition	Bernhardt, Wilhelm	230	"	1.00	"
Palamon and Arcite	Crabshaw, W. H. (ed.)	149	"	.30	D. C. Heath & Co.
English Etymology	Kluge and Lutz	234	"	.60	"
La Pille du Depute	Ohnet, Georges	204	"	.50	Henry Holt & Co.
Fighting for Favor	Tarbet, W. G. (ed.)	312	"	1.25	"
The Prisoner of Chillon	Stebbins, Chas. Maurice	110	"	.25	Leach, Shewell & Co.
Essays of Elia	Crew, Caroline Ladd (ed.)	207	"	.35	"
History of our Country	Ellis, Edward S.	478	"	1.00	Lee & Shepard
Elements of Modern Chemistry	Wurtz, Chas. A.	808	"	1.00	J. B. Lippincott Co.
Golden Rule Reader, Book I		210	"		Geo. Newnes
First Lessons in Linear Perspective	Honey, F. R.	30	Paper	.50	Chas. Scribner's Sons
Odysseus, The Hero of Ithaca	Burt, Mary E., and Ragozin, Zenaide A. (ed.)	223	Cloth	.60	"
Graded Lessons in Arithmetic Book I		120	"	net	"
" " " " " II	Nichols, W. F.	100	"	"	Thompson, Brown & Co.
Physical Problems	Bourgougon, A.	224	"	"	D. Van Nostrand & Co.
Elementary Exercises and West Coast Botany	Rattan, Volney	221	"	1.50	Whittaker & Ray

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	Pp.	BINDING.	PRICE.	PUBLISHER.
In the Days of Massasoit	Butterworth, Hezekiah	301	"	1.25	American Baptist Pub. Society
Current Questions	MacArthur, Robert Stuart	422	"	"	"
Half Hours with the Christ	Moses, Thomas	265	"	1.00	"
Great Poets and their Theology	Strong, Augustus Hopkins		"	2.50	"
Ideas from Nature	Elder, William	202	"	.75	"
The Twentieth Century City	Strong, Josiah	181	"	.50	"
Field and Stream			Paper	.10	Baker & Taylor
New Forms of Christian Education	Ward, Mrs. Humphrey	39	Cloth	.35	J. P. Buckhard
How to Study Shakespeare	Fleming, Wm. F.	429	"	1.00	T. Y. Crowell & Co.
Benjamin Franklin	Perry, Bliss (ed.)	178	"	.30	Doubleday & McClure
Reminiscence of a Teacher	Larisen, C. W.	308	"	"	"
A Loyal Traitor	Barnes, James		"	1.50	Fonic Publishing Co.
A Virginia Cavalier	Seawell, Molly Eliot		"	1.50	Harper & Brothers
The Rock of the Lion			"	1.50	"
Motley's Rise of the Dutch Republic	Griffis, Wm. Eliot (ed.)		"	1.75	"
The Painted Desert	Monroe, Kirk		"	1.25	"
Voyage of the Rattletrap	Carruth, Hayden		"	1.25	"
Cheerful Yesterdays	Higginson, T. W.	374	"	"	Houghton, Mifflin & Co.
Caleb West, Master Diver	Smith, F. Hopkinson	378	"	1.50	"
Tales of the Home Folks in Peace and War			"	"	"
Penelope's Progress	Harris, Joel Chandler	417	"	1.50	"
Advanced Rules for Large Assemblies	Wiggin, Kate Douglas	268	"	1.25	"
Guesses at the Riddle of Existence	Shattuck, Harriette R.	136	"	.50	Lee & Shepard
Her Heart's Desire	Smith, Goldwin	244	"	1.25	Macmillan Company
Continental Dragoon	Garvice, Charles,	263	Paper	.25	Munro's Sons
Sword of the Pyramids	Stephens, R. N.	299	Cloth	1.50	L. C. Page & Co.
Among the Dunes	Bill, Ed. Lyman	303	Paper	.50	Neely, F. Tennyson
Tennyson's Debt to Environment	Rhone, Mrs. D. L.	396	Cloth	1.25	"
Tales of Unrest	Ward, Wm. G.	100	"	.50	Roberts Bros.
Music, How it came to be what it is	Conrad, Joseph	348	"	1.25	Chas. Scribner's Sons
Port Royal Education	Smith, Hannah	254	"	1.25	"
Sermons to Young Men	Cadet, Felix	260	"	1.50	"
Rousseau, or Education According to Nature	Van Dyke, Henry	250	"	1.25	"
Ars et Vita	Davidson, Thomas	253	"	1.00	"
The Crook of the Bough	Sullivan, T. R.	302	"	1.25	"
The Victorian Era Series: 3 vols. now ready	Dowie, Mimie Muriel	305	"	1.25	"

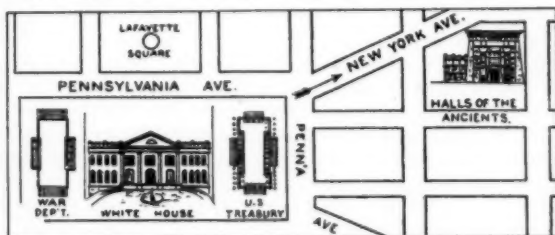
The Rise of Democracy	Rose, J. Holland	Cloth	1.25	Herbert S. Stone & Co.
John Bright	Vince, C. A.	"	1.25	" " "
The Anglican Revival }	Overton, J. H., D.D.	"	1.25	" " "
How to Play Golf	Whigham	"	1.50	" " "
Visitors at Grampus Island	Stoddard, W. O.	"	1.50	" " "
Literary Statesmen and Others	Hapgood, Norman	"	1.50	" " "
A Realized Ideal	Magruder, Julia	"	1.25	" " "
The Londoners	Hichens, Robert	"	1.50	" " "
Across the Salt Seas	Blountelle-Burton, John	"	1.50	" " "
Plays, Pleasant and Unpleasant, 2 vols.	Shaw, Bernard	"	1.50 <i>ed.</i>	" " "
The Damnation of Theron Ware (<i>new ed.</i>)	Frederic, Harold	512	1.50	" " "
What Maisie Knew (<i>new ed.</i>)	James, Henry	"	1.50	" " "
The Jessamy Bride	Moore	"	"	" " "
The Fourth Napoleon	Penham	"	1.50	" " "
Here and There and Everywhere	Sherwood, Mrs.	"	2.50	" " "
Priscilla's Love Story	Spofford, Harriet-Prescott	"	1.00	" " "
In a Dike Shanty, (<i>new ed.</i>)	Pool, Maria Louisa	"	1.25	" " "
A Champion in the Seventies	Barnet, Edith A.	"	1.50	" " "
A Bride of Japan	Dawe, Carlton	"	1.50	" " "
A Revolutionary Love Story	Kirk, Ellen Olney	"	1.25	" " "
The Smart Set	Fitch, Clyde	"	1.00	" " "
Prose Fancies. Second Series	Le Gallienne, Richard	"	1.25	" " "
The Island of Dr. Moreau	Wells, H. G.	"	"	" " "
The Land of the Castanet	Chatfield-Taylor, H. C.	"	1.25	" " "
Mother Goose in Prose	Baum, L. Frank	265	2.00	Way & Williams
The Story of Ab	Waterloo, Stephen	350	1.50	" "
Afloat on the Ohio	Thwaites, Reuben Gold	334	1.50	" "

National Educational Association.

Meets at Washington, D. C., July 7-12.

The Washington Educational Exhibit.

I find a very lively interest is being felt in the educational exhibit at the coming meeting of the N. E. A. The foundation of this is the liberal spirit of the local committee, which, instead of trying to see how much can be made out of exhibitors, proposes to encourage every one who has an educa-



tional appliance to bring it to Washington this year. The educational exhibit has become one of the great features of these annual meetings. Probably the N. E. A. now sees this, and will hereafter do all in its power to encourage exhibitors.

The great thing is to have plenty of room. I should not be surprised if the so-called educational exhibit (for I do not think the name just fits the case) would expand immensely by having exhibits of the work of pupils by grades; for instance, of drawings made by each of the eight grades; language exercises showing penmanship (dictated); of manual work, etc., etc. But the space required could be covered only by tents. The suggestion has been made that the N. E. A. own tents that would cover 50,000 surface feet, to be set up in vacant lots in the suburbs, so that the work by grades of 100,000 children could be inspected and reported on.

I find a large number have applied for space; among them, I note these firms: The American Book Company; The Werner School Book Company; D. C. Heath & Company; The Macmillan Company; Houghton, Mifflin & Company; Silver, Burdett & Company; Ginn & Company; The Maynard, Merrill Company; E. L. Kellogg & Company; The Practical Text-Book Company; S. S. Packard; Charles Scribner's Sons; Mumford & Company, Chicago; Ellis Publishing Company, Battle Creek, Mich.; Williams & Rogers, Rochester, N. Y.; Allyn & Bacon; Scott Foresman & Co., Chicago; The Educational Publishing Company; Novello, Ewer & Company; New England Publishing Company; Kindergarten Literature, Chicago; American School Board Journal; Leach, Shewell & Company; William G. Smith, Minneapolis; William R. Jenkins; University Publishing Company; Hope Publishing Company, Chicago; Educational Gazette Company; School News and Practical Educator; Decorative Art Products Company, Malden, Mass.; Milton Bradley Company; Spencerian Pen Company; Dixon Crucible Company; Holden Patent

Book Cover Company; Century School Supply Company, Chicago; Lord Pencil Sharpener Company, Riverside, Cal.; Hammond Typewriter Company; J. M. Olcott & Company; Alfred S. Robbins; Williams, Brown, & Earle, Philadelphia; Morse Machine Company, Rochester; Manitowoc Seating Company; J. M. Sander Furniture Company, Racine; Palmer Electrical Supply Company, Philadelphia; McShane Bell Foundry Company; National Fire Escape Company, New York; Central School Supply Company.

There will probably be many more, for educational appliances are numerous. The building selected, as was noted in *The School Journal* of April 2, is the "Halls of the Ancients," now being constructed on New York avenue. Mr. Franklin W. Smith is the promoter of the exhibition, that might well of itself attract people from a distance. Those who saw his reproduction of the House of Pansa (Pompeii) at Saratoga will comprehend the scale of the present one, in which he proposes to reproduce typical structures of Egypt, Assyria, Greece, and Rome.

As stated in *The School Journal* of April 2, Mr. Smith has set apart certain rooms in this hall for the educational exhibit. The position is central, and the other rooms may be visited by members of the N. E. A. as often as they wish for the price of one admission. The arrangements for the coming meeting are on a generous scale. There is no city that has such an abundance of boarding-houses and small hotels. A. M. K.

THE EDUCATIONAL EXHIBIT.

The following are the more important rules and regulations to be observed by exhibitors at the National Educational Association meeting:

1. Nothing foreign to the business of the exhibitor will be permitted in the space allotted to him without previous consent of the committee.
2. Space cannot be sub-let without the committee's permission.
3. No more space will be assigned to any exhibitor than is absolutely necessary.
4. All applications for space should be in by May 15.
5. Space will be allotted about June 1, in order of application and contract.
6. Applications later than June 1 will be allotted space if there is any left vacant.
7. Assigned space not taken by July 5 will be declared forfeited, and will be assigned to others.
8. The committee reserves the right to refuse space or remove exhibits, for cause.
9. On and after June 20, exhibitors and their agents will be admitted to the building.
10. All articles placed on exhibition must remain throughout the meeting.
11. Goods shipped should be marked: "Educational Exhibit, Halls of the Ancients, New York avenue, between 13th and 14th streets, Washington, D. C."
12. Goods must be properly displayed on or before July 5.
13. Temporary structures for exhibitors must be erected under supervision of the committee.
14. Signs must be small, neat, and properly placed.
15. Exhibitors must provide their own platforms, tables, shelves, etc.

The Forum.

The Causes of Teachers' Salaries.

By William E. Chancellor.

To know the causes gives direction to the finding of the remedies. Salaries in education are rising and will continue to rise. They have risen during even these last five years of business depression. Why they now are what they are can be stated briefly in the terms of economic science.

In contradistinction from nearly all other workers, teachers are paid by others than those for whom they work. Teachers work for children, but public teachers are paid by adults, who often do not know even their employes names. The effect of this is necessarily to cause undervaluations of teachers' ability, energy, and effort. The remedy is for teachers to circulate among the people of their communities and to become as well known out of school as possible.

The public school teacher is an evolution in the nature of a compromise from two important contributing sources. From the side of the church the teacher is an offshoot from the clergy who in former times added the instruction of the young to their many duties. From the side of the family the teacher is an offshoot from the governess and the tutor. These elements contributed dignity, intimacy, confidence, aristocracy, but not financial ease to the modern teachers' position.

The universality of teachers made them common, and caused their product to be considered cheap. The remedy for this is increased professional qualification, with difficulty barring the doorways into teaching.

In the last half century the intellectual progress of the world has been extraordinary. Those who understand this are the educated, who are limited in number. Many of the subjects now taught in our elementary schools and most of those now taught in our high schools are unknown to most parents, citizens, and board members. The result is that the teacher's scholarship is underrated as the value of her instruction is unknown to that present generation which holds the purse-strings of the world. The remedy for this is getting the adults of the community interested through the children in the work of the schools. Many parents do not visit schools solely because they do not like to be made to feel their ignorance.

The teachers' salaries are fixed by the people's representatives, who are usually masterful men, of ability either as politicians or as employers or in the independent professions. They are men, almost invariably. Most teachers are women. Men never yet have properly valued women's work, nor women men's work. Some teachers are men. Many principals are men. Most superintendents are men. It is a conspicuous fact that the men receive higher salaries than the women. Unfortunately the result is that women persistently criticise unfavorably the men's salaries, and thus tend to keep them down. When once it has fairly dawned upon the minds of all the teachers of this country that every salary increase to any man or woman in the profession tends to increase their own salaries, the compensations of the men and women will rise together even more rapidly than now. It is beyond question that disaffection between supervised and supervisors tends to keep down the salaries of each. Teachers make each other's reputations. The remedy is for all to unite, teachers and principals

alike; and as such a united body and as individuals to know their employers; and to deal with them upon the fair grounds of justifiable self-respect and professional sympathy and unity.

The minima of teachers' salaries are determined partly by law and partly by the individual and professional standards of living. By natural economic principles teachers will not teach for less than they are willing to live upon. Boards cannot secure teachers for lower salaries than those which afford these standards of living. When political law is added, the supply of teachers is restricted, and the minima of salaries are afforded by those candidates' standards of living who can get licenses to teach. This political law is society's self-defence, in the interest of the young who will be the society and the race of the future, against the strong in the community who look solely to present advantage to themselves and lowest costs.

The maxima of salaries are afforded by the wealth and ambition of local communities which understand that human life can be supported on less than so many hundred dollars per annum, but are not willing that those who train their children shall live on the least they can get them for. These communities understand, that, generally, it does not do to get an expensive race horse and to expect him to win races on a hay diet. They propose to give their teachers the most they can afford.

To secure these maxima, teachers must be very conscientious in maintaining and advancing their professional qualifications and be ambitious in increasing their professional reputations. Positive intrinsic worth and activity in professional lines, especially in associations, when combined, touch the pride of communities and salaries respond by rising. This brings us to the economic principle which affects salary as reward for past success. It is conspicuously true of salaried workers that they are paid not so much for what they are as for what they have accomplished. To be more exact, they are paid in proportion with opinions; and opinion, being formed upon known actions, is based upon the past achievements or failures.

It is well recognized in economic science that the salary principle is unjust in that the position itself rather than the worker in the position determines its amount. Salary does not depend upon product as does the wage. Salary does not vary greatly with individuals. It represents not the community in prosperity, not in adversity; but in its average condition. Teachers would do well to inquire, when offered choice as to localities of employment, which is growing in wealth and population. Communities which grow in population but not in wealth are most to be avoided. Every salary-receiver has a right to look forward to future increases.

Certain general conditions regarding salaries are noteworthy. Where the profit-taker and the weekly wage-earner cannot be secure at any time, the salaried person has the year to anticipate at the time of making contracts. This security pays its insurance rate in lower annual returns than insecurity receives. Their neighbors are very apt to over-rate the incomes which salaried men and women receive. A thrifty pride would prevent this: and where salaries are published, reputations may suffer but pocket-books save.

There is but one conclusion. Teachers are missionaries. Their errand is intellectual, moral, spiritual, not material or mercantile. They do affect the agriculture, commerce, industry, of the decades ahead, as pilots, guide ships; but their labor is with souls. Therefore, ought members of this profession to measure themselves resolutely not in terms of dollars, but by the principles of the life invisible, which year by year, more and more controls and converts to its own likeness nature and natural humanity.

"Letters" will be found on page 556.

The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING MAY 7, 1898.

The close of the school year 1897-98 is near at hand. About sixty thousand teachers will be set adrift. To judge by the experience of previous years, in the cities a teacher usually remains as long as he wishes, but in the villages and country schools the employment is usually for one year only, though in many places it is understood that the contract will be renewed if the holder gives satisfaction and is willing to stay. The lack of permanence, however, is not to be charged only to school trustees; in a large number of cases teachers themselves are to blame. The ranks are generally recruited from among young people who have not as yet chosen any definite aims and are constantly casting about for a change. Then there is a disposition to look for higher salary, a pleasanter community, more convenient location of school-house, contact with friends and other teachers, etc.

This gives employment to educational bureaus which have long since outgrown the prejudice they were obliged to meet at the outset. The manager of a bureau has learned from experience that his own success depends on the success of the teachers he has placed. His problem is not to fill a position, but to fill it with the right person.

It is the general opinion that there has been a steady growth in the study of pedagogics during the school year to close in June; but this has been confined too much to cities and villages. The reading circles have not as yet done their part well; they have to put on their lists too many miscellaneous books. Nevertheless, owing largely to the higher tone of many educational papers there has been an increased effort to know more of the science and art of education among teachers, even in remote places. The movement is destined to increase.

The rapid increase of correspondence schools in this country seems to indicate that there is a widespread belief in education never before suspected. The beginning was at Chautauqua and what a beginning it was! The object the organizers had in view was a little broadening of the popular mind. The purpose and plan found favor. Conductors of street cars have been observed to take out one of the books recommended and to read when a car was stopped by a blockade. How much more wholesome than most of the daily newspapers! It would seem to be a good plan for every teacher not holding a life diploma to be in correspondence with one of the normal schools of his state until he finishes a prescribed course in pedagogics. Here is a large and open field.

When Walter Scott lay on his death bed he wanted his beloved Lockhart to come that he might impart to him from his life's experience. And what a beautiful life the author of *Waverley* had lived! When Lockhart reached his bedside, Sir Walter struggled to speak; taking his son-in-law's hand he could only say, "Be good." Here we have all the schools and churches would do; the effort of every right-minded man in the world. If the teacher can succeed in impressing deeply on the minds of his pupils, "I must be good," he will have made a success of teaching.

The School Journal's Prize Competition.

The *School Journal* offers three prizes, \$20, \$10, and \$5, for the three best designs for the perspective and plan of a one-room country school-house. June 15 is the date for the competition to close, and the award will be announced in *The School Journal* in July.

The conditions governing the contest are: The drawings may be sent to *The School Journal*, or to the Bates & Guild Company, 13 Exchange street, Boston, Mass. They must be received on or before June 15, 1898. Sign each drawing with a pseudonym, not with a device; enclose your name and address in a sealed envelope, sent with the drawing, and bearing on the outside of the pseudonym. Ten cents in postage must be enclosed for the return of the design. Make drawings with black ink on white paper not over 11 x 14 inches in size. Drawings must show a perspective view, and also, on the same sheet, a ground floor plan, drawn to one-eighth inch to the foot scale. The school is supposed to be in the center of a 100 x 100-foot lot, and about thirty-five feet from the street. The room must accommodate from forty to fifty pupils, with space in front for recitations. Proper cloak-rooms should be provided, with separate closets for boys and girls. Give special attention to heating and ventilation, and allow at least two hundred cubic feet of air for each pupil. Each design may be accompanied by a written description of not more than three hundred words in length. Drawings must be forwarded in pasteboard rollers. The prize-winning designs are to become the property of *The School Journal*.

The Heavens in May.

Mercury became a morning star on May 1, and will reach its greatest elongation in the west on the 28th, when it rises about an hour before sunrise.

Venus is still an evening star, setting about two hours after the sun. It is moving eastward, and will be about 7 degrees further from the sun at the end of the month.

Mars rises two hours before the sun, and is a morning star during the month. It is not conspicuous, however.

Jupiter is our best evening star at present, being in the western part of Virgo, and slowly moving to the west. It does not set till long after midnight.

Saturn rises earlier than in April, and by the middle of the month, will be high in the heavens during the early evening. It comes into opposition with the sun on the 30th.

Uranus rises half an hour before Saturn, and is in opposition with the sun on the 22d. It can be seen on a clear night, if the moon is not up.

Neptune is hardly visible, for it sets too early in the evening.

Of the constellations, the Great Dipper is just to the north of the zenith. Cassiopeia is near the horizon on the north. Auriga is in the northwest; Orion, just sinking in the southwest; Gemini and Taurus are low in the west; Lyra is low in the northeast, and Scorpio, just rising in the southeast. Libra is above Scorpio; Virgo is near the meridian, about half way up, with Leo to the west; Bootes is east of the zenith, and Hercules is east of northeast, and well up; Draco is on the meridian, and to the east.



Washington Irving. From the Statue by Johnson M. Mundy.
(See article on page 539.)

An Education Jubilee at St. Louis.

St. Louis has been having a little education jubilee all by itself. The occasion was a joint celebration by the Society of Pedagogy, and the kindergartens of twenty-five years' continued existence—a sort of silver anniversary. The closing lecture for the season just ended was delivered in the high school auditorium on the evening of April 18 by Pres. Jesse Chancellor—of the Missouri State university. His topic was the "History of Higher Education in the United States." The lecture was largely an effort to show the influence of Thomas Jefferson and of Victor Cousin on higher education in this country.

The next afternoon was devoted to a mothers' meeting. With the exception of Dr. Wm. M. Bryant's address on the "Ethical and Religious Import of the Kindergarten" the program was filled by women who are now mothers of children in kindergarten training, and were themselves, as children, subjects of kindergarten instruction. Mrs. Elsa Hofer Schrieber, of Chicago, was the only outsider who occupied the platform. She spoke of Froebel's mother-play book in the nursery. Mrs. C. L. Hammerstein read a paper on "The Value of Mothers' Meetings." Mrs. W. B. Allen made a suggestive address on the kindergarten from the mother's standpoint. Mrs. R. M. McMath read a paper on children's plays and playthings.

On the evening of April 20, Supt. Soldan gave a history of the St. Louis public kindergarten. It is difficult to realize the struggle which it was necessary for Miss Blow and those associated with her to make, in order that the system might demonstrate its right to the cordial support it now possesses. Ignoring his own important part in the work, Mr. Soldan gave generous praise to all the others, with special credit to Miss McCulloch, the present kindergarten-director. State Supt. John R. Kirk read a paper on the influence of the kindergarten idea on the educational life of the state. Prin. F. E. Cook closed the exercises with an address on "The Culture of the Kindergarten."

On the afternoon of Saturday the kindergartners gave a Froebel's birthday party at the Union Club house, the notable features of which were the unveiling of a bust of Miss Blow and a speech from Dr. Woodward of the manual training school on the influence of Froebel on advanced education.

Although the first manual training school opened in America—that of the Washington university—is located in St. Louis, this city has allowed many others to outstrip it in adding manual training schools to their public school system. The present school board, largely under the influence of Dr. Woodward, has at last formed a plan which will secure the development of a manual training system in connection with the grade work. All the school buildings of recent or projected construction contain rooms which are available for this purpose. It is understood that the first experiment will be made in the Columbia school.

Supt. Carroll on Physical Training.

Worcester, Mass.—According to the report of the Worcester schools for 1897, the amount of money expended for current expenses last year was \$503,280.06; for school-houses, \$160,083.68. The average number of pupils attending the schools was 16,374. In his chronicle for the year 1896-7, Supt. C. F. Carroll mentions the erection of nine new buildings; the introduction of manual training and cooking into the ninth grade; the establishment of lunch counters at the Classical high school; lectures to the teachers, given by G. Stanley Hall, Prof. John Fiske, Gustav Larsson, Dr. Sargent, and others; the decoration of various school-rooms by the Art League and by private citizens. Thirty-one resignations of teachers were received during the year, and fifty-two teachers were appointed.

Under the subject of gymnasiums, Supt. Carroll says:

It is generally agreed that some system of physical training has a place in our public schools. There can be no question that scores of children are suffering from tendencies to malformation that, under the care of some competent instructor, might easily be corrected. If allowed free course, these defects often prove permanently injurious.

Many young men and young women attending our high schools are sorely in need of some form of gymnastics, for the purpose, first, of regulating and completing the process of digestion. What we call nervousness is very often due to lack of nutrition. In a growing person, good food may prove poison, unless it is accompanied by plenty of physical exercise. Second, young people need some form of systematic gymnastics, in order that they may attain command of their bodies. A fine carriage adds greatly to the value of a good education; in fact, is part of a good education, and can be attained only under conditions favorable to physical freedom. Third, our joy in life is definitely increased by the free and complete use of our bodily powers every day. We frequently find children depressed in spirits, for the reason that after they forsake the plays of childhood, they never again enter upon anything that resembles physical competition.

There is still another reason why a gymnasium ought to be provided for high school children. The spontaneous life of

large bodies of young people expresses itself in various forms of athletics. Under proper control, the educational value of athletics has come to be recognized as necessary to our civilization. Our children tend to become weak and enfeebled, because they lack the spirit of physical competition and bodily strength to undertake it. Under proper guidance, athletics have a moral value that should not be overlooked.

Art Works for the Schools.

From March 23 to April 16 an exhibition of artistic works for school-room decoration was held in the art galleries at 174 Montague street, Brooklyn, under the auspices of the art section of the Brooklyn institute. Prof. Walter S. Goodenough, assisted by a committee from the schools, arranged the exhibit, which was, without doubt, the largest of the kind ever held in this country. Its object was to stimulate a desire for artistic decoration in the schools of the state. All the large art dealers of the city contributed to it, and it was thus made so large that a fifty-two page catalogue was needed to contain the lists and descriptions.

The east wall and northeast corner of the galleries were covered with architectural representations, 101 in number, chronologically arranged, from the tombs of the Egyptians to the houses of parliament at Westminster and the capitol at Washington. The palaces of Venice, St. Marks's, Notre Dame, St. Peter's, and the cathedrals and castles of England, France, and Germany were included.

On the south side and west walls were paintings, to the number of 244, representing nearly every school of art. Numerous examples of the work of Andrea del Sarto, Raphael, Rubens, Rembrandt, Claude Lorraine, Titian, and Van Dyck, were to be found among the old masters, as well as the work of modern artists of England, France, and America.

Patriotic subjects were represented by such works as "The Battle Between the Scarpis and the Bon Homme Richard in 1779," by Andrew Hamilton; "The Return of the Mayflower," by George Boughton; "Washington Crossing the Delaware," by Lentze, and Davidson's "Battle of the Monitor and Merrimac." Many fac-simile representations of drawings by the old masters were shown, and these bore a marvelous fidelity to the originals.

Sculpture was represented by seventy-two pieces, including a fine cast of the Venus of Milo in the center of the room, a photographic reproduction of St. Gaudens' statue of Lincoln in Chicago, and Donatello's statue of St. George.

The exhibition was arranged with reference to the needs of all the schools from the primary to the highest grade. Many of the reproductions are very valuable; but, on the other hand, many of them can be secured at small expense. The art section of the Brooklyn institute will give any aid in its power in the matter of purchasing paintings or statuary for any school that may wish them.

Living History.

Philadelphia, Pa.—One of the history teachers of this city has turned the war excitement to good account. Her class found the wars of the past dull and uninteresting, so the teacher decided to teach the war of the present. She collected all the pictures that could be found in the papers and magazines, and had them pasted in an immense scrap-book, labeled "Living History." The boys were required to read up, and study the events and things represented by the pictures. They at once developed into a bright and progressive class, full of patriotic interest, and with a remarkable knowledge of the situation. They are beginning to realize more fully what the wars of history really meant, and will soon be able to study them with full appreciation.

History Teaching.

St. Cloud, Minn.—Mr. E. M. Briggs, of the Brainard high school, speaking before the North Minnesota Educational Association on the teaching of history, said:

"The study of history is begun too late in our school course, if not too late in life. I believe that history should begin in infancy, with stories told by an intelligent mother. To the pupil thus prepared from early youth, history becomes one of the most entrancing of studies. In teaching history, I would, first of all, endeavor to impress on the mind of an advanced pupil the object of learning history; I would strive to present the events as they occurred from several different points of view; say the romantic and utilitarian—the latter embracing the moral, the political, the military, and the social—trying to weave them into one another so as to present the subject in the clearest possible light, and at the same time make it an object of the greatest interest.

There is a moral side which may be pointed out—that those governments whose aim was the happiness of the many were the most stable, and are now held in the highest esteem.

A Week of School Visits.

Creston, Iowa.—A novel idea was organized last year by Supt. French, and proved so successful that it has been continued this year. It consists of a week of visits by parents and patrons to the various schools. After an afternoon spent in visiting certain schools, the students are dismissed, and the teachers and visitors meet together, listen to several papers on the numerous topics of interest, and discuss the points raised. Under the head of general topics for discussion in all meetings, are "Absence," "Clubs," "Cigarettes," "Complaints," "Defacing Buildings," "Excuses," "Keeping After School," "Kindergarten," "On the Way to School," "Punishment," "Quarantine," "Tardiness," "Temperance Teaching," "Transfers," "Truancy," and "Wasted Time." This year's meetings were from May 2 to 6, inclusive.

In Honor of Miss Yonge.

A movement has been started in England to found a university scholarship, in honor of Charlotte M. Yonge. The scheme is supported by the princess of Wales, the archbishop of Canterbury, and many of the bishops and nobility. The memorial is in recognition of Miss Yonge's "great success as the pioneer of that regions and high-toned literature for young people which for the last fifty years has been the special glory of England, and the admiration of America and other countries."

Three Classes of Inferior Teachers.

Boston, Mass.—Supt. Seaver, in his annual report, calls attention to the fact that there are many inferior teachers in the Boston schools. These, he says, cast discredit on the whole school system. He divides these inferior teachers into three classes; the first, those young in years and experience; these should be retained as long as they give promise of good results in the future; (2) those who have once been successful, but who have outlived their usefulness—their work should be reduced, and their pay be made commensurate with the work they can do efficiently; (3) those who lack the gift of teaching, and cannot develop teaching power—the probation limit of two years should be rigidly enforced in the case of such teachers.

Nicholas Murray Butler on City Schools.

Prof. Nicholas Murray Butler, of Columbia university, recently spoke before the Twentieth Century Club in Boston, on "The Organization of City Schools." Among other things, he said:

"The organization and administration of the school systems of our large cities has many elements of safety or of danger for our citizenship. The cerebrum of the nation has been transferred to the cities, and these find themselves confronted by an unsatisfactory condition of the schools. The first cause of this condition is that our administrative efficiency has not kept pace with the growth of our cities. The second cause is the enormously increased complexity and importance of education. So educators in the cities of the country have taken up the problem, and have arrived at a fundamental body of principles which must dominate in any well ordered school system.

But we will not get good schools, however perfect the system, unless public sentiment demands and will support them. Hence, public opinion must be educated first, and then that opinion must express itself with the least friction possible toward bringing about the most efficient result.

Nearly all the important educational administrative reforms in this country down to the last five years have been brought about, not by law, but by the personal influence of a strong superintendent.

The school committee should be small, because a small one is more efficient, less talkative, cannot cut itself up into small committees, and cannot apportion out patronage. In cities of less than 250,000 people, a school board of five is large enough, seven ought to be enough for still larger cities, and even the largest centers do not need more than from thirteen to fifteen members. The board should be selected without any reference to politics, religion, or the locality from which the members come. Of the twenty-one men appointed by Mayor Strong in New York, the politics of fifteen are still unknown to the great mass of people connected with the school system. Beware, above all things, of bipartisanship in the board. Party men need not be excluded, so long as they really believe in education. The functions of the board should be legislative only. They should not be executive in any sense.

The board should divide its work into three departments—one educational, one for supplies, and one for building. The superintendent should be a statutory officer, with statutory rights, duties and limitations. He should be allowed to choose his associates.

There should be a board of examiners, and from its lists, the superintendent should make appointments, transfers, and dismissals."

Seekers after gold are often disappointed. Seekers after health take Hood's Sarsaparilla, and find it meets every expectation.

School Board Notes.

Decatur, Ind.—A. D. Moffett, former superintendent of schools here, who was dismissed on a serious charge a year ago, has won the suit which he brought against the school board in consequence. He was completely vindicated, and the board paid his salary in full and settled the costs. Mr. Moffett is editor of two papers in Elwood.

Hudson, N. Y.—The board of education has decided to place a telephone in each of the schools in the city.

Herkimer, N. Y.—City Attorney Newberry will appeal the case of John E. Reynolds vs. the board of education. Reynolds's son was killed by a train while escaping from a truant officer. Judge Scripture overruled a demurrer filed by the board, denying the city's liability in the accident. The attorney will appeal to the appellate division on this ruling.

Syracuse, N. Y.—The Syracuse board has awarded the contract for 1,400 desks for the second, fourth, and thirteenth ward schools to Randolph McNutt. The price is \$2.05 each, and the Paragon stationery desk is the one selected.

Perth Amboy, N. J.—The newly-elected school board is composed of three Democrats and three Republicans. At their first meeting for organization, a deadlock occurred. In order to settle pressing questions, the board will act, for the present, as a committee of the whole.

The cost per student in the Board schools of England for 1896 was \$12.50, and in the voluntary schools, \$9.65. The difference represents the use of older pupils to act as "captains and guides" to the younger children in the voluntary schools.

Philadelphia, Pa.—The money for carrying into effect the compulsory education law will soon be exhausted. \$20,000 asked for by the board of education, but only \$9,000 was granted by the councils. More money is needed to pay salaries and complete the school census.

New Canaan, Conn.—The board of education has expressed its confidence in the methods and ability of Supt. G. W. Gamble by unanimously re-electing him for a fourth year of service.

Holyoke, Mass.—The Chandler Adjustable School Furniture Company, of Boston, has secured the contract for furnishing the new high school. The building has fifty-four rooms.

The Alton Case Settled.

The Illinois supreme court has rendered a decision which terminates the effort of the Alton school board to establish separate schools for colored children. This is the third time that court has had to deal with some phase of the question, and its findings have uniformly been in the same direction; namely, that the classification and distribution of pupils in the public school must not be made on the basis of color, but on the basis of educational qualifications. This is probably the end of litigation in Illinois in respect to the color line in the schools. It is an interesting fact that Gen. John M. Palmer has represented the colored people in all the cases of this character which the supreme court has heard in the state. They still look to him as one of their original friends, and he is nearly the only one left of the line of anti-slavery men who made the influence of Illinois felt in that direction forty-five to fifty years ago.

Education of Defective Children.

The report of the committee on the education of feeble-minded and defective children, has been laid on the table of the house of commons, says the "British Medical Journal." The committee express the opinion that the discrimination of mental abnormality, so often associated with physical abnormality, is essentially a matter to be determined by a medical expert acting in concert with educational experts. It is recommended that each school authority should appoint a medical officer, to advise in that and other matters. It will not be denied by those who have given attention to the subject, that there is urgent need for the introduction of a rational system of dealing with that unfortunate class of children who are below the usual standard of mental organization, but are yet not imbeciles. With proper care and training, they are capable of being made into fairly useful and self-supporting members of the community. Treated by the happy-go-lucky methods which have hitherto been their lot, they too commonly swell the ranks of the paupers and incorrigible beggars, even when they do not join those of the habitual criminals. We are glad to see that there is to be no suggestion to lump them together in big institutions, but that it is recommended that they should be kept, as much as possible, in family life. It is satisfactory, also, to note that when the committee finds itself compelled, as in the case of epileptic children, to recommend that the state should take complete charge of the nurture and education of the child, the advantages of the principle of small homes in place of big asylums are fully recognized.

New York City Notes.

Important Departures Made by the Male Teachers' Association.

Important changes were made in the constitution of the Male Teachers' Association at its meeting Monday afternoon. No members in arrears for annual dues will hereafter be allowed to vote, and members in arrears for three months will be dropped from the rolls.

The association is to be managed by a board of direction, consisting of the president, vice-president, treasurers, and twelve directors. Ten standing committees are provided, as follows: House committee, committee on state legislation, on local legislation, on course of study, teachers' grievances, ways and means, press, lectures and entertainment, library, and on membership. The chairman of each of these committees must be a member of the board of direction. A member of the board of direction who absents himself from two consecutive meetings of the board, without sufficient excuse, forfeits his membership in the board and his chairmanship of committee.

Important departures are made in the committees on course of study and on grievances. The new constitution says:

"It shall be the duty of the committee on course of study to confer with the various local boards of education, boards of superintendents, etc., on the feasibility of carrying out courses of study, and to make suggestions to the association regarding recommendations pertaining to the same for subsequent submission to the proper authorities."

By this, it will seem that the teachers propose to have something to say in future, as to the kind and amount of work which they may be called upon to perform; and as to the value and practicability of prescribed courses to study.

On the duties of the committee on teachers' grievances, the constitution provides that this committee shall "take immediate recognition of all grievances reported by any member for investigation, and submit the same, together with a report of their findings, to the president, who shall call a meeting of the board of direction for consideration."

A special committee composed of the president and Messrs. O'Donnell, O'Callaghan, Newman, and Gross, was appointed to present the views of the association to the committee on school system of the borough school board as to the powers and duties of the officer, known as "assistant to principal," and as to who should fill that office, the association resolving that this office should, in male grammar departments, be filled in all cases by the male teacher receiving the highest salary in the school.

The association will hereafter hold regular monthly meetings on the first Saturday in each school month, except September, when the meeting will be held on the third Saturday. Regular meetings have been held heretofore once a quarter.

The Salary Bill Defeated.

The Ahern bill has been vetoed. Gov. Black bases his action on the fact that the charter of New York city specifically provides for local self-government, and gives the local authorities power to fix the salary of any person who is paid from the city's treasury. While he does not deny the right of the state to fix the salaries, Gov. Black asserts that there is no reason or excuse for the state's doing so. The governor says:

"There is no community in the state which, at this minute, is more wedded to the doctrine of home rule than the city of New York. Having the power to act, the city should take the responsibility. The authorities there know the exact condition of the city's affairs, its needs and limitations, and the wishes of its people. I understand the local government believes the constitutional debt limit of the city has already been exceeded. If that is true, the city itself should decide whether it will hazard a further increase. At all events, such increase should not be arbitrarily made by the state."

"I believe the teachers in New York are not paid as they ought to be. The plan now in use by the school board will increase these salaries, and bestow some measures of long-delayed justice upon the most meritorious and worst-paid class of public servants. But if the teachers believe that the plan of the board of education will not deal with them fairly they should apply to the municipal assembly, in which, upon the recommendation of the board of estimate, amply authority now rests."

Teachers' Salary Bill in the Municipal Assembly.

As soon as it was known by New York teachers that the governor had vetoed the Ahern bill, representatives of the various teachers' associations met in conference, and decided to work for the introduction of a measure similar to the vetoed bill in the municipal assembly. The result of their action was the introduction on Tuesday by Alderman MacInnis of a bill embodying substantially all the features of the Ahern bill.

The ordinance provides that no school teacher shall receive less than \$600 a year; any person who has taught for ten years, not less than \$800; those who have been teaching for fifteen years, not less than \$1,200; vice-principals, heads of departments, and first assistants, not less than \$1,400, and male teachers, who have taught twelve years, not less than \$2,160.

The proposed ordinance was referred to the committee on salaries and offices.

Teachers' Mutual Life Association.

The annual report of the Teachers' Mutual Life Assurance Association, of New York city, shows a total of 1,985 members. Receipts during the year were \$12,553.60; disbursements, \$10,714.37. There were twelve assessments during the year, costing each member, on an average, a total of \$4.89. The organization has been in existence since 1869. Henry C. Litchfield is president, and Alanson J. Palmer, secretary.

Success of the New York School Board's Free Lectures.

The eighth annual dinner and reunion of the lecturers on the free course, under the auspices of the New York city school board, was held at the Hotel Manhattan, Tuesday night, Rossiter Johnson presided. Dr. Henry M. Leipsiger, supervisor of the course, said that 1,595 lectures had been given during the season just closed, by 175 lecturers, at forty places, with a total attendance of about 500,000 persons.

The Sculpture Exhibition.

The third exhibition of the National Sculpture Society opened Monday, at the building of the American Fine Arts Society. The rooms are decorated with growing plants, an artificial waterfall, and quantities of evergreens, which form a background for the exhibit. A notable feature of the exhibition is the prominence given to studies of child life. Among these were several busts and bas reliefs, including three children, side by side, eight, five, and three years of age, in relief. A large statue of Solon as lawgiver occupies a prominent place, and a memorial in plaster of the battleship Maine is of special interest at this time. A bust and a medallion of Henry Barnard, by Albert Jaegers, are on exhibit; also medallions of Lincoln and Peter Cooper. These are a few of the pieces of interest to teachers. A visit to the room, at 215 West Fifty-seventh street, would prove both enjoyable and profitable.

Aguilar Free Library.

The ninth annual report of the Aguilar Free Library Society shows excellent progress for last year. The society has four libraries—at 197 East Broadway, 113 East 59th street, 176 East 110th street, and 616 Fifth street. The increase in circulation for last year was 111,125, in a total circulation of 450,545, an increase of more than thirty per cent. A corresponding increase appears in the number of volumes, nearly 10,000 having been added this year, making a total of 44,105. All the branches have grown to such a degree that their accommodations are insufficient. Especially is this true of the 110th street branch, which has a circulation of 100,000 books. It is hoped that new and more commodious quarters will soon be provided. Samuel Greenbaum is president of the society, and Miss Pauline Leipziger is librarian.

Meetings in and About New York.

May 9.—Annual election New York City Teachers' Association, City college. Polls open at 3:30 P. M.; close at 5:30 P. M.

May 9.—Special meeting of the Central board of education, to consider Supt. Maxwell's recommendation of minima for New York teachers.

May 9.—Association of Primary Principals, City college.

May 10.—Richmond Principals' Council; Dr. Speldon J. Pardee, president; Charles F. Simons, secretary.

May 14.—Hudson County Teachers' Association meeting; M. H. Kinsley, Kearney, president.

The New York Plan.

The apportionment of school money in New York state is as follows: Take the number of qualified teachers who teach the required length of time, say 24,000, and multiply this number by the district quota, \$100. This will take \$2,400,000 out of the appropriation. The balance is then apportioned according to population among the various counties of the state.

Death of Augustus Hess.

In the sudden death of August Hess (brother of Dr. W. C. Hess, principal of P. S. No. 30), which occurred a few days since, at his residence, No. 306 E. 58th street, not only has the newspaper world lost a good editor, but the cause of education, in general, a staunch and consistent friend. Mr. Hess had not only been connected with the establishment known as the New York Newspaper Union (the influential organization that furnishes ready-printed outside and inside sheets to hundreds of newspapers all over the country) from its very beginning—some twenty-one years ago—but had seen the system he helped to make grow from trifling beginnings into one of the most far-reaching and important newspaper institutions in the country.

At the funeral services, which took place at his late residence, many prominent people, both from the public school system and the press were present. He was a member of the New York Press Club, and a committee was appointed by the club to attend the services.

A Veteran Educator Dead.

Clinton, Conn.—Rev. B. G. Northrop died at his home April 27. He was known as the father of village-improvement societies, and of Arbor day celebrations in the schools. Mr. Northrop was born in 1817, and graduated from Yale university in 1841. He preached for ten years, and then became agent of the Massachusetts board of education, and nine years later, secretary of the Connecticut board of education. This position he held until 1883. He was president of the American Institute of Instruction from 1864 to 1866; president of the National Association of School Superintendents in 1866, and in 1873, he was elected president of the National Educational Association. Williams college conferred upon him the degree of LL.D.

The Japanese Embassy invited Dr. Northrop to establish a system of public education in that country. He declined, however, as he was trying to aid Japan in another way. Japan had to pay a heavy indemnity to the powers, this country included, for firing on the ships of the United States, France, and England, in the straits of Simonoseki, in 1863. There were extenuating circumstances, and Dr. Northrop secured the return of the indemnity. For his services, Japan gave him a handsome set of china, and received and entertained him as the guest of the nation.

Sudden Death of Appleton's Philadelphia Manager.

James N. Beisle, the manager of the Philadelphia branch of D. Appleton & Company's publishing house, died suddenly on the evening of April 17. He had just entered the elevated station at Sixth avenue and Fourteenth street, and was moving toward a train when he threw up his hands and fell to the platform. He was picked up and carried to the waiting-room, and an ambulance called. Mr. Beisle died, however, before its arrival. Papers in his pockets served to identify him. Mr. Beisle lived at Swarthmore, Pa.

Fire in Massachusetts Institute of Technology Building.

Boston, Mass.—The engineering and architectural department building of the Massachusetts Institute of Technology was seriously endangered by a fire last Friday afternoon. The building is on Trinity Court, close to the Museum of Fine Arts and Trinity church.

A charcoal stove on the fourth floor exploded, and the two top floors were soon in flames. The students did fine work in saving the valuable architectural library. It took an hour and

a half to extinguish the fire, and the damage was between \$50,000 and \$75,000, largely covered by insurance.

Interesting Notes.

Cortland, N. Y.—The vacancy in the department of physical culture in the Cortland normal school, which occurs at the end of this year, has been filled by the appointment of Miss Elizabeth M. Wright, of Boston. Miss Wright is a graduate of the Cook county normal school, and will graduate in May from the Boston normal school of gymnastics. She comes highly recommended by Colonel Parker, of Chicago, and Miss Homans, of Boston. There is a vacancy in the department of methods in this school, and the local board is proceeding with great care in filling the place. It is the desire of the board to get for the place the most competent person that can be found.

The case of the American Book Company against the Kingdom Company, which was decided in favor of the plaintiff, will be appealed to the United States circuit court of appeals. The attorneys for the defense are working on a bill of exceptions, which they expect to have ready for the May term of court at St. Paul. If they are not ready in time, the case will be postponed till December, and will be heard at St. Louis.

State Supt. Pendergast, of Minnesota, was unable to print the uniform examination questions this year, on account of lack of funds.

The annual school report of Italy shows about 50,000 common schools. At half of these attendance is compulsory. Of the 50,000 teachers, two-fifths are competent, one-half passable, and the remainder totally inefficient. There are 2,300,000 school children.

Middleville, N. Y.—The school-house here was broken into the other night for the third time within a year. The principal damage done was the breaking of the lock on the library doors.

J. B. Colt & Company have removed their business from Nassau street to 3, 5, and 7 West 29th street.

The "Educational Record" (Quebec) for April publishes a paper on "Child Study," by Ernest N. Brown, of Lachine.

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PARADISE LOST: Its Structure and Meaning.

The Poem, with Copious Notes by JOHN A. HIMES, Graeff Professor of English Literature, Pennsylvania College. Post 8vo, Cloth, \$1.20; by mail, \$1.32.

This edition omits the usual grammatical and philological comment, as well as citations from authors who could not have contributed to the form or substance of the poem. "The Structure and Meaning" are chiefly considered, and the origin of the plan as a whole and of many of the constituent scenes is traced. Verbal and phrasal criticism gives place throughout to the interpretation of scenes. Difficult passages are considered at length, and cosmogony has been treated carefully, with the aid of diagrams. Professor Himes (abandoning his own preconceived theories as far as possible) has proceeded on the theory that Milton himself is the best possible interpreter of his Poem.

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Letters.

The Ahern Bill Vetoed.

To the thousands of teachers within the limits of Manhattan-Bronx and Brooklyn boroughs, Gov. Black's veto of the Ahern bill was a bitter disappointment. The movement for larger salaries was so just, and had received so much encouragement and so little opposition that the teachers thought the impetus gained was sufficient to carry it through to its enactment in law. On those who were elated at the prospect of a success, the veto fell like a hostile blow. To others, who are supporting mothers or sisters on a miserable pittance, it will be especially hard.

Gov. Black's contention may be, and undoubtedly is, sound in law; but that does not help the struggling teacher, who deserves to reap the just reward of his labor. A. R.

The Teachers and Gov. Black's Veto.

The veto of the Ahern bill by Gov. Black is a great disappointment to the teachers of New York city, and threats are being heard from not a few quarters that the governor will feel the effects of it in a way not at all pleasing to him when he comes up for political office in the future.

Up to the middle of last week it was reported that the governor was promising everybody that he would sign the bill. All at once there was a change in his attitude. A special messenger, with a mysterious letter from a gentleman of standing in educational circles in this city, suddenly presented himself before the governor with arguments that seemed to change the governor's mind in a twinkling. All his promises were forgotten, his previous acts in signing bills raising salaries in New York city, in "opposition to home rule," went for naught, and the governor wrote "Veto!" across the measure that had been passed unanimously by the members of the legislature, and which was to do scant and tardy justice to a great body of deserving public servants in Greater New York.

The governor now advises teachers to place their case before the municipal assembly, under section 56 of the city charter, which gives the municipal assembly power, upon recommendation of the board of estimate and apportionment, to fix the salary of any officer or person whose compensation is paid out of the city treasury. Committees from the various teachers' associations are already considering the advisability of such a step. It is safe to say, however, judging from their present temper, that even if successful with the municipal assembly, the teachers will not soon forget Gov. Black and his veto. * * *

A Dilemma for the London School Board.

The London school board, says "The School Guardian," has been greatly exercised to find a suitable word for registering as a telegraphic address. The authorities object to concoctions of compound words, and have already ruled out "Schobolo," a hybrid strongly suggestive of "Hullabaloo." An enthusiastic progressive, suggested "Bayard," the school board being "without fear and without approach." A malignant moderate proposed "Spendthrift"; a voluntary school manager suggested "Tyrannous," "Job," "Minerva," "Athena," "Socrates," "Solomon," "Gamaliel," "Irate," "Education," "Learning," "Wisdom," and "Pedagogue," all had their respective advocates. "The Guardian" suggests that the selection be left to public competition.

School Building Notes.

New Brunswick, N. J.—The board of education has decided to erect a new school building, to cost about \$15,000. Plans will be prepared at once, and bonds will be issued to raise the money. The building will probably be in the fifth ward.

Little Falls, N. Y.—This city has voted an appropriation of \$64,900 for two new school buildings.

Johnstown, N. Y.—A new school building, costing \$25,000, is soon to be erected here.

Milton, N. Y.—On April 25, the board of education issued

\$15,000 in 4 per cent. bonds for the erection of a new school building. The plans will be drawn by Jardine, Kent & Jardine.

Parkston, S. D.—Bonds to the amount of \$5,000 will be issued for the erection of a new school building.

Riverhead, N. Y.—A special meeting of the voters of the school district will be held early this month, to vote on the propositions to appropriate \$25,000 for a new building on the present site; to appropriate \$30,000 for a new building on a new site; to appropriate \$10,000 for an additional detached building on the present site, or the same amount for enlarging the old building. Some such action is made necessary by the position of the state department, which will not tolerate the continuance of the present conditions.

New York, N. Y.—The Central board of education has authorized its building committee to advertise for contracts for the erection of three new school buildings—one at 103d and 104th street, Fifth and Madison avenues; one on Attorney street, between Rivington and Stanton, and one at Jerome avenue and 184th street.

Columbus, Ohio.—The board of education will erect, at once, a brick and stone school building, costing about \$16,000. Lockwood Brothers, Columbus, are the architects.

The London school board has voted to expend on 175 schools £100,000 yearly in alterations and improvements. It will take a dozen years to put them all in a suitable condition.

Chicago, Ill.—The board of education has expended \$74,000 for a site on Lake avenue, between Oakwood avenue and Thirty-ninth street, having a frontage of 168 feet and a depth of 251½ feet. It will be occupied by a new school building.

New Orleans, La.—The new school building named in honor of William O. Rogers, a distinguished educator of New Orleans, was dedicated April 23 with appropriate exercises. The building is fitted with modern appliances, and is a source of great pride to the people of the city.

Utica, N. Y.—The new free academy building, which was to be occupied next fall, was destroyed by fire April 5. The loss is estimated at \$75,000. The cause of the fire is unknown. Some people claim to have heard an explosion soon after the fire started.

Oneida, N. Y.—A special school meeting of the fourth district was held here March 28. It was called to vote on the recommendation of the building committee of the board of education that two new school-houses be erected at a cost of about \$24,000. The meeting was a spirited one, and after considerable debate, a motion to erect one new building, at a cost of \$12,000, was carried by a vote of 122 to 6.

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School Building Notes.

ARIZONA.

Phoenix will build addition to Indian Industrial school. Write Pugh & Gray, archs., Salem, Oreg.

CALIFORNIA.

Berkley will build a new high school.

CANADA.

Blythefield (Man.)—A school-house will be erected. Write J. H. G. Russell, arch., Winnipeg.

Carnawon (Ont.) will erect a new school-house.

Kearney (Ont.) will build school-house. Write J. F. Mann.

Kingston (Ont.)—Arch. J. W. Power has prepared plans for school-house for St. John's church, Portsmouth.

Lyn (Ont.) will erect school-house.

Novar (Ont.) will erect school-house. Write H. Cousins.

Picton (Ont.)—Alterations will be made to the school building of the Methodist church.

Sherbrooke (Que.) will erect an academy to replace the one destroyed by fire. Write J. B. Verral, arch.

CONNECTICUT.

East Hartford will build school-house. Write Curtis & Johnson, archs., Hartford.

Hartford will build an addition to its school. Hapgood & Hapgood, archs.

Torrington will build an addition to its school. C. D. Jansen, arch.

DISTRICT OF COLUMBIA.

Washington.—Proposals were received by the District commissioners up to March 31, for reconstructing the Industrial Home school. Write John W. Ross.

FLORIDA.

Kissimmee.—Plans were invited for an 8-room school-house with assembly-room. P. A. Van Agnew, sec'y school-house committee.

GEORGIA.

Belair will erect a new school-house.

ILLINOIS.

Aurora will erect a new school. Write E. C. Hoffman, sec'y.

Campus.—Bids were received by Rev. G. C. Hearn for school-house.

Chicago will build addition to Lewis Institute. Cost \$100,000. Write arch. Henry Ives Cobb.—Will build addition to O'Toole school. Will also build 22-room school-house. Write N. S. Patton, arch., Schiller bldg. Will build Charles W. Earle school. Cost \$50,000. Write N. S. Patton, arch., 1117 Schiller bldg. Will erect a new school-house. Cost \$80,000.

Evanston will erect a new school-house. Cost \$12,000.

East Peoria will build school-house. Write Richardson, Wetherell & Co., archs., Peoria.

Rock Island will build an addition to its high school. Cost \$22,000. Drack & Heins, archs.

Springfield.—The Stuart school was partially destroyed by fire. It will be rebuilt.

INDIANA.

Alamo will erect a new school. Cost \$6,000. Geo. G. Griffith, arch.

Albany will erect a new school-house. Cost \$3,500. Westlake & Howard, archs.

Anderson will build school-house. Write Eselman & Coffmann, builders.

Ellsworth will build school house. Write N. C. Gaunt, arch., Terre Haute.

Fort Wayne will build school-house. Plans will be decided on soon. Write Pres. Wm. P. Cooper.

Lafayette will erect a new school. Cost \$10,000. Write Alexander & Son, archs.

Lakeville will erect a new school-house. Write S. J. Eastburn, trustee.

Martinsville will erect a new school. Cost \$15,000.

[Continued on page 563.]



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We give below a most complete list of publishers of school books and firms who manufacture school supplies and equipment. This will be a great convenience in purchasing. Corrections are made each month. In writing for circulars, catalogues, or information you will get special attention by mentioning *The School Journal* every time you write. The names in bold face type are regular or occasional advertisers in *The Journal*, and are specially commended as reliable firms.

School Book Publishers		Music Publishers.		Besler, Charles, New York		Lippincott Co., J. B. Phila	
American Book Co., N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or.,		Silver, Burdett & Co., Boston, New York, Chicago, Philadelphia.		Elmer & Amend, Colt & Co., J. P. Rochester, N.Y.		Acme Sta. & Paper Co., N. Y. C.	
Appleton & Co., D., N. Y. & Chi.		Ditson, Oliver & Co., Boston, N.Y.		Bullock & Crenshaw, Phila.		Olcott, J. M.	
Baker & Taylor Co., New York		Novello, Ewer & Co., New York		Queen & Co.,		School Bells	
Barnes & Co., A. S.,		John Church Co., Cincinnati, New York, Chicago		Strelinger, C. A. & Co., Detroit, Mich.		Hammett Co., J. L., Boston	
Harper & Brothers,		H. E. Holt, Boston		Minerals		U. S. Sch. Furniture Co., Chicago	
Jenkins, W. R.,		Book Covers		English Co., New York City		Buckeye Bell Foundry, Cin., O.	
Longmans, Green & Co.,		Holden Book Cover Co., Springfield, Mass.		Howell E. E., Washington, D. C.		Meneely & Co., West Troy, N. Y.	
Maynard, Merrill & Co., New York		School Furniture		Dr. A. E. Foote, Phila.		Apparatus.	
The Morse Co.,		Chandler Adjustable Desk Co., Boston		Maps (Relief and Wall), Globes, etc.		Palmer Electric Co., Phila.	
Pitman & Sons, Isaac		Kane & Co., Thos., Racine, Wis.		Hammett Co., J. L., Boston		School Telephones.	
Potter & Putnam,		U. S. School Fur. Co., Chicago		Western Pub. House, N. Y. City		Tucker Electrical Co., N. Y.	
Scribner's Sons, Chas.		Dictionaries & Cyclopedias.		Olcott, J. M., N. Y. City		Second Hand School Books.	
Smith Pub. Co., H. P.		Appleton, D. & Co., New York City		Howell, E. E., Washington, D. C.		Hinds & Noble, New York	
University Publishing Co., N. Y., Boston, and New Orleans		The Century Co., New York		Pens, Pencils, and Ink.		Teachers' Agencies	
Wood & Co., Wm., New York		Funk & Wagnalls, Phila.		Faber, A. W., New York		Albany Teachers' Agency, Albany	
Boston School Supply Co., Boston		Lippincott Co., J. B., Phila.		Harnes & Co., A. S.,		Penn. Ed. Bureau, Allentown, Pa.	
Educational Pub. Co.,		Merrill, G. & C., Springfield, Mass.		Eagle Pencil Co.,		Merrill, Boston.	
Ginn & Co., Boston, N. Y., Chi.		Diplomas, Reward Cards, etc.		Spencerian Pen Co.,		Co-operative,	
Heath & Co., D. C., Boston		Rickett's, C. L., Chicago		Electro Pen Co.,		Eastern,	
Houghton, Mifflin & Co.,		Ames & Robinson, New York		Gillett, Jos. & Sons,		Teachers' Exchange,	
Leach, Shewell & Co., Boston and N. Y.		Fouch, A. J. & Co., Warren, Pa.		Esterbrook Pen Co.,		T. W. White, Denver, Colo.	
Prang Edu. Co., Boston and N. Y.		Wilcox, John, Milford, N. Y.		Favor Ruhl & Co.,		Albert & Clark Agency, Chicago	
Silver, Burdett & Co., Bos., N. Y., Chi.		Flags, Medals, Badges, etc.		Dixon Pencil Co., Jersey City, N.J.		Orville Brewer Teachers' Agency, Chicago	
Thompson, Brown & Co., Boston		Hammett Co., J. L., Boston		Pencil Sharpeners		Colo. Teachers' Agency, Denver	
Flanagan, A., Chicago		M. C. Lilly & Co., Columbus, Ohio		Hammett Co., J. L., Boston		National Education Bureau, Harrisburg, Pa.	
Western Pub. House,		U. S. School Furniture Co.,		Lord Mfg. Co., New Haven, Conn.		Coyliere, Mrs., N. Y. C.	
Werner School Book Co., Chicago, N. Y., Boston, Phila.		American Flax Co., Easton, Pa.		Gould & Cook, Leominster, Mass.		Fisk Teachers' Agencies, Boston, New York, Chicago	
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McKay, David,		Gymnasium Apparatus.		School Supplies		N. Y. C.	
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Williams & Rogers, Roch., N. Y. & Chicago		Kindergarten Material		Boston School Supply Co., Boston		Schermerhorn Co., J. W.,	
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U. S. Sch. Furniture Co., Chicago		Manual Training Supplies.		Peckham, Little & Co.,		Am. Writing Mach. Co., N. Y.	
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U. S. School Furniture Co., Chicago		Ziegler Electric Co.,		Program Clocks.		American Cor. Normal, Danville, N. Y.	
Western Pub. House,		Robbins, A. L. Co., Chicago		Fred. Frick, Waynesboro, Pa.		W. G. Chaffee, Oswego, N. Y.	
Franklin Publishing Co., N. Y. C.		Dialogues and Recitations.		Blodgett Bros, Boston, Mass.		Columbia Cor. Normal, Chicago	
Kellogg & Co., E. L.,		Flanagan, A., Chicago		School Records, Blanks, and Stationery.		Nat. Civil Service School, Washington, D. C.	
Potter & Putnam,		Dick & Fitzgerald, New York City		Hammett Co., J. L., Boston		Nat. Cor. Institute, Scranton, Pa.	
Williams & Rogers, Roch's't'r, N.Y.		Kellogg & Co., E. L.,				Int. Cor. School, Fenton, Mich.	
						Nat. Cor. Normal, Fenton, Mich.	
						University of Chicago, Chicago Ill.	
						Sprague's Corr. Sch. Detroit Mich.	

New Books.

No teacher should neglect to make an examination of Baldwin's "School Readers," in the preparation of which James Baldwin brought to bear the best thought and experience of the day. The earlier lessons of the "First Year" relate to objects which are familiar to every child, and which may be brought into every school-room. There are exercises in doing and observing, easy and interesting reviews, phonetic exercises, etc. Script is given in due proportion, and pictures (colored and uncolored) help to make the book attractive. The "Second-Year" book follows the same general plan, carrying the pupil steadily forward in the work of learning the art of reading.

In the "Third-Year" book, the successive stories, poems, and other pieces have been chosen so as to present a varied succession of thoughts and images pleasing to the child—thus stimulating his interest from day to day, arousing his curiosity, directing his imagination, and adding to his store of knowledge. The book contains adaptations from the classics, lessons in nature study, stories of moral or ethical character, lessons relating to our history, etc. The illustrations are more numerous than in any other book of its class, and are the work of the best artists.

The same general plan has been followed in the "Fourth-Year" book, but the exercises have more of a literary character. The aims are the same as in all the books—to arouse patriotism, to instill a love for nature, etc., and, above all, to make good readers.

The volumes to be used in the "Fifth Year," the "Sixth Year," the "Seventh Year," and the "Eighth Year," introduce a well-graded series of literary selections. Biographical and other notes are used to give the pupil a better understanding of what he reads. Illustrations, especially portraits, abound. A brief notice like this can only mention a few of the attractions of these books, and their practical features. Only a brief examination will be required to show how well adapted they are to school work. (American Book Company, New York.)

Among the Latin classics added to the University Tutorial series is Ovid's "Metamorphoses," Book XIII., edited by J. H. Haydon, M.A. This book contains an introduction, giving a biography of Ovid, a description of his works and helps for the study of the poem; also notes, an index of proper names, etc. (Hinds & Noble, 4 Cooper Institute, New York. 40 cents.)

"Business Correspondence in Shorthand, No. 2," will be found invaluable for stenographers engaged in taking letters from dictation. An important feature of this book, and one not usually met with in similar works, is the presentation of the letters simultaneously in shorthand and ordinary type; another is the division of the matter in sections of thirty words each for the purpose of testing speed. Though specially adapted for Isaac Pitman stenographers, writers of other systems can use the work to great advantage. (Isaac Pitman & Sons, 33 Union Square, New York.)

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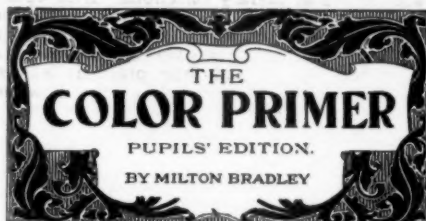
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"With Brush and Pen," by James Hall, embodies in book form the aims and desires of the most progressive class of art instructors. A paragraph from the preface gives the keynote of the volume: "The individuality of the child should be respected, and his own expression encouraged. He should be made to feel himself a creator, and be led to see beauty and create things beautiful. These ideas should permeate the work of the teacher." The first chapters of the volume are on materials and their care, and first practice with brush in primary grades. More advanced drawing from nature of twigs and flower-sprays suggestive of the Japanese is treated later. All of this permits of much decorative judgment on the pupil's part in arranging and rendering the subjects in various panel forms. Color work is a natural outcome of this silhouette brush study. The application of decorative principles is amply shown in a chapter on design and initials, illustrated by many pupils' drawings. "Picture Composition" and "Pen and Ink Work," subjects new to many, as public school art possibilities, find in this author an able advocate and teacher. "With Brush and Pen" will be found a helpful and inspiring guide to those who are interested in art teaching for the young. The book is tastefully printed, and copiously illustrated by work of the pupils and by the author. (75 pages, 75 illustrations. Cloth, 85 cents; paper, 60 cents, postpaid. The J. C. Witter Company, 76 Fifth avenue, New York.)

"The Unquiet Sex" is the name Mrs. Helen Watterson Moody has given to a sheaf of papers upon some phases of the woman question. The subjects are: "The Woman Collegian," "Women's Clubs," "Women and Reforms," "The Evolution of 'Women,'" and "The Case of Maria." With the exception of "The Evolution of Woman," the essays appeared in Scribner's magazine. Mrs. Moody has no theories to air; she has no grievance; she simply calls attention to the fact that women are taking themselves and their achievements too seriously. "They make special ostentation of their gifts, as if their possession were a matter of dispute or surprise." Mrs. Moody has a "bone to pick" with the curricula of women's colleges. She would not have girls pursue exactly the same studies as their brothers, but the sex distinctions she has in mind are not based on the relative endowment of the sexes, but have reference to the special and particular knowledge the student will need in her life's work. The author is glad that the college woman is "hopefully average," after all; and she considers her no further ahead of the rest of the world than her mother was twenty-five years ago, when

she graduated from an academy. Woman defeats herself in the battle for "equal pay for equal wages," by emphasizing the fact that she is a newcomer in many fields of work, and this tends to lower her wages. Men have risen to recognize the fact that since work is a neuter noun, where woman the worker is concerned, the chivalry of disregarding her sex is greater than the chivalry of recognizing it. It is men, and not women, who to-day are responsible for sex-consciousness. Women's clubs overdo the intellectual business; they read papers on every known subject, and tire themselves out, instead of using the club as a means of relaxation, as men do. The chief need of women to-day, as Mrs. Moody sees it, is to "come apart and rest awhile."

The "Case of Maria" is an excellent paper on the relations between mistress and maid.

Mrs. Moody has a light touch and a keen sense of humor, yet her book furnishes food for serious thought. (Charles Scribner's Sons, New York. \$1.25.)

Harriette R. Shattuck did women's organizations a great service by condensing the rules of parliamentary assemblies into one little book, which she called "The Woman's Manual." That book has been widely adopted, not only by women's, but men's clubs. She has now prepared another book, called the "Advanced Rules." It aims to supplement "The Manual" by providing, in a condensed form, a résumé of parliamentary principles and rules for the especial use of advanced students and large assemblies. The ready reference tables for presiding officers will be found especially valuable. (Lee & Shepard, Boston. 50 cents.)

The plan of German composition, founded on the rational method, and thoroughly tested by Wilhelm Bernhardt, Ph.D., in his classes in the high schools of Washington city, has been embodied by him in a volume entitled "A Course in German Composition, Conversation, and Grammar Review." Thirty-two pieces have been selected for this volume as the basis of so many lessons. They include narration, epistolary, descriptive, and easy essay styles, and are carefully graded. The knowledge of grammar that is needed is gained in connection with the reading, and the acquaintance with idioms is also acquired in the same way. Composition and conversation are also combined with the reading, in order to make the task as pleasant and interesting as possible. The two vocabularies appended to the book are complete, and cover all points. (Ginn & Co., Boston.)

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Sheldon, Sheldon & Co., New York
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S. W. & Co., Scrantom, Wetmore & Co., Rochester, N. Y.
T. B. & Co., Thompson, Brown & Co., Boston
U. P. Co., University Publishing Co., New York, Boston, and New Orleans
Werner, Werner School Book Co., Chicago, New York, and Boston
W. P. House, Western Publishing House, Chicago
W. & R., Williams & Rogers, Rochester, N. Y.
Wiley, Jno. Wiley's Sons, New York

Algebras.		Lyte's Comp. & Rhet.		Pitman's Practical French		Brackley & Freedlander, Ger. & Eng.	
Atwood's Standard, Morse Co.	A. H. C.	Complete Bookkeeping, W. & R.	Brookfield's, A. S. B. & Co.	Grammar, Pitman	Ginn & Co.	Brackley & Freedlander, Ger. & Eng.	L. G. & Co.
Sensenb's (4),		Introductory, " "	Hill's (2), " "	Ginn's French (21), " "	Ginn & Co.	Joyner's Otto (4), " "	L. G. & Co.
McNee's Equations, A. S. B. & Co.		Grobeck's, " "	Phillips's, " "	Magill's Gram., C. Sower Co.		Otto's Grammar, " "	H. H. & Co.
Thomson's, M. M. & Co.		Seavy's, " "	Hill's Prin. of Rhet., " "	Magill's Mod. Fr. Writ (4), " "		Thomas's, " "	
Venable's (3), U. P. Co.		Shaw's Practice Book, " "	Hill's Prin. of Rhet., " "	Chardene's (4), Allyn & Bacon		Whitney's, " "	
Sanford's, " "		McCreary's Bookkeeping (6), T. B. & Co.	Gennung's Rhetoric, Ginn & Co.	Rockley's Reader, " "		Schmidt's Ele. (2), Sheldon	
Giffin's, " "		Gilbert's, " "	Newcomer's Comp., " "	Edgren's Gram. (2), D. C. H. & Co.		Martin's (4), " "	
Weller's (4), " "		Sandy's Am. Acct., " "	Har's Comp. & Rhet., " "	Grandgent's, " "		Sawyer's (2), " "	
McCurdy's, " "		Duff's, " "	Har's Comp. & Rhet., " "	Super's Reader, " "			
Perlin's, " "		Progressive, " "	Carpenier's, " "	Fasnacht (4), " "			
Wentworth's (7), " "		Complete, " "	Clark's Rhetoric, " "	Fasnacht (2) Comp., " "			
Hull's, " "		Mayhew's Books (3), " "	Chittenden's, " "	Fasnacht (2) Readers, " "			
Brooks's, " "		Complete, " "	Hill's, " "	Russell's M. Auth (21), L. G. & Co.			
Wilson's, " "		Complete, " "	Phillips's Rhet., " "	Bernard's (4), " "			
Taylor's, " "		Complete, " "	Wendell's Comp., " "	Coppes (5), " "			
Bowser's (2), " "		Complete, " "	Keeler & Davis, Allyn & Bacon	Fontaine's (5), " "			
Hall & Knight's Elem. (2), Macm.		Complete, " "	Welsh's Eng. Comp., S. B. & Co.	Borel's Grammar, H. H. & Co.			
Smith's Stringham, " "		Complete, " "	Essentials of Eng., " "	Joyne's Otto (3), " "			
Freeland, " "		Complete, " "	Compl. Rhetoric, " "	Whitney's Grammar (3), " "			
Bradbury & Emery's, T. B. & Co.		Complete, " "		Bregg's Guide, " "			
Bradbury & Emery's B'gns., " "		Complete, " "					
Benedict's, " "		Complete, " "					
Newcomb's C'ge, " "		Complete, " "					
Collins's, " "		Complete, " "					
Sheldon's (2), " "		Complete, " "					
Olney's (4), " "		Complete, " "					
Loomis's, " "		Complete, " "					
Borden's, " "		Complete, " "					
Lilly's (3), " "		Complete, " "					
Arithmetics.		Charts.		Geometry & Trigonometry.		U. S. History.	
Appleton's, A. H. C.		Tooke's Reading, W. & R.	Anthony's (2), " "	Davies' Geom. & Trig. (3), " "		Barnes's (2), " "	A. B. C.
Bailey's, " "		MacCoun's Hist. (57), S. B. & Co.	Autenrieth's Greek, " "	Hornbrook's Geom., " "		Eclectic (2), " "	
Dubh's Mental, " "		Reading Charts, " "	Harper's Latin, " "	White's Geom. (2), " "		Facileton's (2), " "	
Ficklin's, " "		Normal Music (2), " "	Liddell & Scott's Gr-Eng. (3), " "	White's Trig., " "		Hunter's, " "	
Harper's (2), " "		Cole's Music, " "	Smith's Eng. Latin, " "	Wells's Geom. (3), " "		Swinton's (2), " "	
Kirk & Sabin's (2), " "		Butler's Reading, E. H. Butler	Thayer's Greek Eng., " "	Trig. (4), " "		White's, " "	
Millen's (2), " "		Monroe's, " "	Jannaris's Modern Greek, " "	Nichol's Geom., " "		Anderson's (5), M. M. & Co.	
Ray's (5), " "		Butler's Reading, E. H. Butler	Harper's Classical, " "	Bartol's, " "		MacCoun's, S. B. & Co.	
Robinson's (7), " "		Butler's Reading, E. H. Butler	Everybody's Dict., P. T. B. Co.	Chauvenet's Geom., J. B. L. Co.		Montgomery's (2), Ginn & Co.	
White's (3), " "		Butler's Reading, E. H. Butler	Brookfield's, " "	Potter's Geom., J. E. P. & Co.		Sheldon's (2), D. C. H. & Co.	
New Practical, " "		Butler's Reading, E. H. Butler	Worcester's (5), J. B. L. Co.	Wentworth's Geom. (2), " "		Thomas's, " "	
Thomson's (4), " "		Butler's Reading, E. H. Butler	Heath's Ger-Eng. D. C. H. & Co.	Wentworth's Geom. & Trig., " "		Dodge's, " "	
Venable's (4), " "		Butler's Reading, E. H. Butler	French-Eng., " "	Wentworth's Trig. (5), " "		Fiske's, " "	
Sanford's (4), " "		Butler's Reading, E. H. Butler	Anglo-Sax. Dict., A. S. B. & Co.	Brooks's Geom., C. Sower Co.		Barnes's Popular, A. S. B. & Co.	
McHenry & Davidson's, Werner		Butler's Reading, E. H. Butler	Constantineau Fr-Eng. L. G. & Co.	Edwards's, " "		Channing's, " "	
Werner Mental, " "		Butler's Reading, E. H. Butler	Smith's Classical, Appleton	Smith's, " "		Higginson's, L. G. & Co.	
Raub's (2), " "		Butler's Reading, E. H. Butler	Spiers & Surense's Fr-Eng., " "	Hall & Knight Trig., " "		Armstrong's Primer of A. S. B. & Co.	
Peck's (2), " "		Butler's Reading, E. H. Butler	Allen's Ger-Eng., H. H. & Co.	Lock's Trig. (2), " "		Johnston's, " "	
Hobbs, " "		Butler's Reading, E. H. Butler	Bellow's Fr-Eng., H. H. & Co.	Bradbury's Geom. (2), " "		Am. Hist. Leaflets, " "	
Wells, " "		Butler's Reading, E. H. Butler	Gase's, " "	Potter's Geom. (2), " "		Hansell's (2), U. P. Co.	
Southworth's, " "		Butler's Reading, E. H. Butler	Standard, Funk & Wagnalls	Potter's Geom. (2), " "		Andrew's, S. B. & Co.	
Greenleaf's (3), " "		Butler's Reading, E. H. Butler	Webster's, G. & C. Merriam	Potter's Geom. (2), " "		Mowry's, " "	
Normal Course (2), S. B. & Co.		Butler's Reading, E. H. Butler	Webster's School, A. B. C.	Potter's Geom. (2), " "			
Duntion's, " "		Butler's Reading, E. H. Butler	Tauchnitz's French, Scribner	Potter's Geom. (2), " "			
Mill's Easy Problems, " "		Butler's Reading, E. H. Butler	Germans, " "	Potter's Geom. (2), " "			
Prince's (3), Ginn & Co.		Butler's Reading, E. H. Butler	Italian, " "	Potter's Geom. (2), " "			
Wentworth's (4), " "		Butler's Reading, E. H. Butler	Spanish, " "	Potter's Geom. (2), " "			
Wentworth & Hill (2), " "		Butler's Reading, E. H. Butler	Swiss, " "	Potter's Geom. (2), " "			
Hull's (2), " "		Butler's Reading, E. H. Butler	Normal Course (9), S. B. & Co.	Potter's Geom. (2), " "			
New American (3), " "		Butler's Reading, E. H. Butler	Natural Series (6), P. & P.	Potter's Geom. (2), " "			
Brooks's (7), " "		Butler's Reading, E. H. Butler	Complete Course (10), " "	Potter's Geom. (2), " "			
Brooks's Union (3), " "		Butler's Reading, E. H. Butler	Primary, " "	Potter's Geom. (2), " "			
Hall's (2), " "		Butler's Reading, E. H. Butler	Shorter, " "	Potter's Geom. (2), " "			
New Business, C. M. P.		Butler's Reading, E. H. Butler	White's New Course (6), " "	Potter's Geom. (2), " "			
Practical, " "		Butler's Reading, E. H. Butler	Anthony's Tech. (2), D. C. H. & Co.	Potter's Geom. (2), " "			
Complete Accountant, " "		Butler's Reading, E. H. Butler	Chapman's (2), " "	Potter's Geom. (2), " "			
Business Arith., W. & R.		Butler's Reading, E. H. Butler	Graphic (7), " "	Potter's Geom. (2), " "			
Mental, " "		Butler's Reading, E. H. Butler	Holmes' New Ser. (3), C. M. B. Co.	Potter's Geom. (2), " "			
Atwood's (2), D. C. H. & Co.		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
White's (2), " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Colburn's 1st Lessons, H. M. & Co.		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Smith Harrington, Macm.		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Bradbury (6), " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Bradbury sight, " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Cogswell's less. in Num., " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Sheldon Ele., " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Stoddard's, " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
New Franklin, (2), " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Harper's Adv., " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Brooks' New Mental, C. S. & Co.		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Werner's, (3), " "		Butler's Reading, E. H. Butler		Potter's Geom. (2), " "			
Art.		Civics, Sociology.		Geographies.		English Histories.	
Abbott, " "		Andrew's Man. of Const., A. B. C.	Andrews's (2), S. B. & Co.	Appleton's (2), " "		Green's, " "	
Brown's, " "		McCleary's Stud. in Civ., " "	Bullock's, " "	Barnes's (2), " "		Merrill's, " "	
D'Anvers, " "		Peterman's Civil Gov., " "	Descriptive Eco., W. & R.	Eclectic (2), " "		Montgomery's, Ginn & Co.	
Hunt, " "		Townsend's, " "	Eclectic (32), " "	Eclectic (2), " "		Guest's Hand-book, Macm.	
Poynter, " "		Young's, " "	Rolle's (7), " "	Eclectic (2), " "		Gardner's, L. G. & Co.	
Rosengarten, " "		Hinsdale's Am., " "	Rolle's Shakespeare, " "	Eclectic (2), " "		Higginson & Channing's, " "	
Goodyear's, A. S. B. & Co.		Griffin's Civics, " "	Rolle's Select Eng. (6), " "	Eclectic (2), " "		Longman's Summary, " "	
Astronomy.		Young's, " "	Student's Series (25), L. S. & S.	Eclectic (2), " "		Short History, " "	
Howe's, " "		Young's, " "	Baldwin's (4), S. B. & Co.	Eclectic (2), " "		Montague's Const'al., " "	
Bowen's, " "		Young's, " "	Bradley's, Allyn & Bacon	Eclectic (2), " "		Creighton's Epochs, " "	
Steele's, " "		Young's, " "	Syle's, " "	Eclectic (2), " "		Stone's, " "	
Sharpless & Phillips, J. B. L. Co.		Young's, " "	Boyd's (7), A. S. B. & Co.	Eclectic (2), " "		Armstrong's Primer of A. S. B. & Co.	
Ball's Scourland, " "		Young's, " "	Eng. Classics (34), " "	Eclectic (2), " "		Gardner's, H. H. & Co.	
Young's (4), " "		Young's, " "	Maynard's Series, (184) " "	Eclectic (2), " "		Mowle's, " "	
Newcomb's, " "		Young's, " "	Rolle's Poetry (11), H. M. & Co.	Eclectic (2), " "		Wilder's Hand Book, " "	
Barlow & Bryan, W. B. Clive		Young's, " "	Riverside Lit. Series, (110) " "	Eclectic (2), " "		Hallam's, " "	
Bookkeeping.		Young's, " "	Modern Classics, (34) " "	Eclectic (2), " "		Hamer's, " "	
Bryant Stratton's Com., " "		Young's, " "	Masterpieces of British Lit., " "	Eclectic (2), " "		Smith's, " "	
Sch., " "		Young's, " "	Academy Series, Allyn & Bacon	Eclectic (2), " "		Kummer's Epitome, A. S. B. & Co.	
Bryant Stratton's High, " "		Young's, " "	Sprague's (9), " "	Eclectic (2), " "			
School, " "		Young's, " "	Silver Series (11), " "	Eclectic (2), " "			
Eston's (3), " "		Young's, " "	Treasured Thoughts, F. V. I.	Eclectic (2), " "			
Eclectic, " "		Young's, " "	Etiymology & Orthog-	Eclectic (2), " "			
Eston's (3), " "		Young's, " "	raphy, " "	Eclectic (2), " "			
M. G. & Co., " "		Young's, " "	Irish's Orthography & Orthog-	Eclectic (2), " "			
W. & R. Co., " "		Young's, " "	raphy, " "	Eclectic (2), " "			
Composition & Rhetoric.		Young's, " "	Kennedy's (2), " "	Eclectic (2), " "			
Butler's Sch. Eng., A. B. C.		Young's, " "	Swinton's, " "	Eclectic (2), " "			
		Young's, " "	Webb's Ety., (3), " "	Eclectic (2), " "			
		Young's, " "	Kellogg & Reeds, M. M. & Co.	Eclectic (2), " "			
		Young's, " "	Sargent's, " "	Eclectic (2), " "			
		Young's, " "	Practical Speller, O. M. P.	Eclectic (2), " "			
		Young's, " "	Dutton's (3), " "	Eclectic (2), " "			
		Young's, " "	Dreyfuss's (2), " "	Eclectic (2), " "			
		Young's, " "	Duffet's, " "	Eclectic (2), " "			
		Young's, " "	Muzarelli's (2), " "	Eclectic (2), " "			
		Young's, " "	Syme's 1st year, " "	Eclectic (2), " "			
		Young's, " "	Wormen's (5), " "	Eclectic (2), " "			
		Young's, " "	De Rougemont's, " "	Eclectic (2), " "			
		Young's, " "	Maynard's French Texts, " "	Eclectic (2), " "			

Mount Summit.—Sealed bids will be received by Oliver C. Arnold, trustee, until April 15, for the building of a 4-room brick school-house.

Roachdale.—The town board is to be called upon to vote bonds for a new school-house. Cost from \$8,000 to \$12,000.

South Bend will build school-house. Write Durham & Scheider, Paxson bld.

Wolcott will build school-house. Write Albert Plummer, trustee of Westpoint township.

IOWA.

Augusta will build school-house. Write J. S. Gibson, sec'y.

Bancroft will build a school. Cost \$6,000. Write F. F. Conner, arch.

Clarion will build school-house. Write O. P. Morton, sec'y.

Glenwood will erect school-house. Cost \$14,000.

Independence.—Bids were received up to March 26, for building a school-house for St. Joseph's Catholic church.

Iowa City will build college. Write Proudfrut & Bird, archs., Des Moines.

Keokuk will erect a new school-house. Cost \$10,000. Write O. W. Weyers, sec'y.

Lakepark will build school-house. Write J. P. Noffsinger.

Thompson will build school-house for Ring township. Write J. W. Criswell.

Vinton will build school-house. Write Orff & Guilbert, archs., Minneapolis.

KANSAS.

Salina.—The proposition to erect a high school will be voted on at the election April 5. Write J. O. Wilson.

MASSACHUSETTS.

Boston will build an addition to the West Roxbury school.

Brookton will build an addition. Cost \$10,000. Write A. H. Woodward, supt. of pub. prop.

Malden will erect a new school. Cost \$38,975.

Springfield will erect Forestpark school. Woburn will build addition to the Montvale school. Cost \$5,000. Write Willard Fowle, arch.

MICHIGAN.

Campbells Corners will build an addition to the school-house.

Detroit will erect a new school. Cost

\$30,000. Write Malcomson & Higginbotham, archs.

Grand Rapids will build addition to Pine St. school. Write E. J. Crossman.

Middleton will erect a new school-house. Write J. F. S. Schultz.

Newport will build school-house in Frenchtown. Write Godfried Yoas.

MINNESOTA.

Atwater will build school-house. Write Orff & Guilbert, archs.

Dodge Center will erect a school-house. Write M. R. Dresbasch, sec'y.

Faribault will erect school-house. Write Olaf Hanson, arch.

Fergus Falls.—Bids will be received by C. F. Nygren up to noon April 15, for the erection of a school-house in district No. 54.

Olivia will build addition to school-house in district 79. Write J. B. Ferguson, clerk.

Norcross will erect school-house for the town of Gordon. Write Geo. Chapman, clerk.

Norseland will build school-house in district No. 30, Lake Prairie. Write John Webster, clerk.

St. Joseph.—Hussey & Bergman, archs., St. Cloud, will build addition to St. Benedict's Acad. Cost \$20,000.

Shell City will erect a new school-house. Write S. L. Doran.

MISSOURI.

Bonnetterre will build school-house. Cost \$15,000.

Desoto.—At the election April 5, a proposition to issue school bonds to the amount of \$16,000 was voted on.

Guilford.—Bids will be received until April 15, for the building of a new school-house. Write clerk of school board.

Kansas City will erect a new school. Cost \$30,000. Write L. G. Middaugh, arch.

Sedalia will issue school bonds.

MONTANA.

Billings will build school-house. Write Alex. Graham, clerk.

NEW HAMPSHIRE.

Manchester.—Chickering & O'Connell, archs., are preparing plans for parochial school for St. George's R. C. church.

NEW JERSEY.

Bayonne will build school-house No. 7. Write Hugh Roberts, arch., Montgomery St. Jersey City.

Bloomfield will erect a new Brookside school. Cost \$30,000.

Cranford will erect a new primary school. Write Ackerman & Ross, archs.

Jersey City.—Rev. L. C. Carroll, St. Patrick's church, will build school-house. Cost \$100,000.

Morristown will build school-house. Write board of education.

Orange will build school-house in fifth ward. Cost \$40,000. Will also build addition to third ward school-house of at least four more rooms.

West Orange will build school-house. Cost \$40,000. Write Rosseter & Wright, architects.

NEW YORK.

Amsterdam will erect school-house. Write Worthy Niver, arch.

Brooklyn will build an addition to school-house. Cost \$40,000. Write Johnson & Helme, archs.

Dunkirk will build an addition to its school. Write N. J. Toomey, sec'y board of education.

Johnstown will erect a school-house.

New York City.—N. Le Bruns & Sons, archs., are preparing plans for a business academy, for Marist Brothers—St. Stephen's, R. C. church, will erect a new parochial school. Cost \$100,000. Write Kilpatrick & Goddard, archs.

Rome will build high school. Write board of education.

Silvercreek.—The academy here is to be remodeled. Write board of education.

NORTH DAKOTA.

Lakota will build school-house. Write John Dahlin, Jr., clerk.

Larimore will build school-house in Moraine township.

Milton will erect school-house. Write A. C. O. Lomen, clerk.

Park River will build school-house. Write Ed. Wambein, clerk.

Sheldon will build school-house. Cost \$6,000.

Wimbleton.—An election will be held to vote on issuing \$2,800 of school bonds.

OHIO.

Cleveland.—Rev. G. P. Jennings will build school-house for St. Agnes' congregation. Cost \$40,000.

Defiance will build school-house. Cost \$10,000. Write Chestney & Kelsey, archs. Toledo.

Fostoria will erect school-house.

Galion will build school-house. Write J. M. Hart, sec'y.

Miffin will erect new school-house. Write J. C. Robinson.

Newhaven will build school-house. Write L. S. Heller, clerk.

Painsville will erect school-house.

Pemberville will erect addition to school-house. Write Chestney & Kelsey, archs. Toledo.

Senecaville will build school-house. Write W. Scott, clerk.

OKLAHOMA TERRITORY.

Alva will build a new normal school. Cost \$86,000. Write John L. Mitch, sec'y.

PENNSYLVANIA.

Allegheny.—Rev. E. A. Bush, pastor of St. Peter's R. C. church, will erect school-house.

Carnegie will build school-house. Cost \$20,000. Write F. J. Osterling, arch.

What Shall Be Done

FOR THE DELICATE GIRL

You have tried iron and other tonics. But she keeps pale and thin. Her sallow complexion worries you. Perhaps she has a little hacking cough also. Her head aches; and she cannot study. Give her

Scott's Emulsion

The oil will feed her wasting body; the glycerine will soothe her cough, and the hypophosphites will give new power and vigor to her nerves and brain.

Never say you "cannot take cod-liver oil" until you have tried Scott's Emulsion. You will be obliged to change your opinion at once. Children especially become very fond of it; and infants do not know when it is added to their food.

50c. and \$1.00; all druggists.

SCOTT & BOWNE, Chemists, New York.

Pears'

It is a wonderful soap that takes hold quick and does no harm.

No harm! It leaves the skin soft like a baby's; no alkali in it, nothing but soap. The harm is done by alkali. Still more harm is done by not washing. So, bad soap is better than none.

What is bad soap? Imperfectly made; the fat and alkali not well balanced or not combined.

What is good soap?

Pears'.

All sorts of stores sell it, especially druggists; all sorts of people use it.

With Smaller, Harper
Smith's, Harper
Pennell's, Allyn & Bacon
Grecian History.
Barnes' Brief History, A. B. C.
Pfeiffer's, Macm.
Thalheimer's, Allyn & Bacon
Myers', Ginn & Co.
Oman's, L. G. & Co.
Macm., Macm.
Jevon's Literature, Scribner
Curtius', Harper
Cox's, Harper
Pennell's, Allyn & Bacon
Ancient History.
Barnes' Brief History, A. B. C.
Thalheimer's Manual, " "
Myers', " "
Anderson's, M. M. & Co.
McKall's Latin Lit., Scribner
Epochs of (1) " "
German History.
Lewis', Harper
Taylor's, B., Appleton
Hoemer-Literature, Scribner
Fay's, A. S. B. & Co.
French History.
Jervin', Harper
Montgomery's, Ginn & Co.
Anderson's, M. M. & Co.
Markham's, Harper
Language Lessons & Gram.
Welsh-Greenwood (2), S. B. & Co.
Lockwood's Les., Ginn & Co.
Bingham's Gram., E. H. B. & Co.
Greene's (4), " "
Powell's Language (4), " "
Gardner's Exercises, P. & P.
Hyde's Les. in Eng. (6), D. C. H. & Co.
Melkiejohn's Gram., " "
Murray's (3), Col. B'k Co.
Barnes' Studies of Eng., Macm.
West's for Beginners, " "
Buehler's Practical Exercises in English, Harper
Roe's Studies of Eng., " "
Balmou's Grammar, L. G. & Co.
Baskerville & Sewell's, A. B. C.
Clark's (2), " "
Harper & Burgess, " "
Minto's, " "
Holbrook's Grammar, " "
Long's (3), " "
Lyte's, " "
Hartwell's (3), " "
Metcalfe's (2), " "
Park's, " "
Swinton's (2), " "
Macm., Saxton, Harper
Irish's Gram., Anal. by Diag.
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Charleroi will erect a new school building. Cost \$25,000. Write E. M. Butz, arch.
Corry will build high school; Cost \$40,000. Write McCollin & Ely, archs., Washington.

Philadelphia will erect a new school-house.—Henry Dagitt, architect, Chestnut street, is taking bids on a parochial school for St. Columba's parish. Cost \$70,000.—Will erect a new school. Cost \$60,000. Joseph Anschultz, architect.

Pittsburg will erect a new school house. Cost \$10,000. C. M. Bartberger, architect.—C. M. Bartberger architect, Westinghouse building, will receive bids on the extension of a school building.—Will build school-house. Write Edw. Stotz, architect, Monongahela National Bank.

Reading will build a high school for boys.
—Will erect three school-houses. Cost \$40,000.—Will also erect school-house.
Write A. L. Smith, architect.
Swarthmore will build school-house.

Write Morgan Bunting, architect, 1420 Chestnut street, Philadelphia.
Wilksburg will erect a new school. Cost \$40,000.

RHODE ISLAND.

Providence will build school-house. Write Angell & Swift, architects, Weybossett street.

SOUTH CAROLINA.

Clemson College.—Bids will be recieved to build addition to Clemson college. Write P. H. E. Sloan, secretary.

TEXAS.

Burnet will build school-house. Write Gordon & McDonald, architects, Austin.
Georgetown will build addition to Southwestern university.
Houston will build addition to Longfellow school. Cost \$6,000. Write Rue & Dunbar, architects.

VERMONT.
Burlington will build a new high school.
Cost \$35,000.

VIRGINIA.

Richmond.—Jno. H. Coxhead, architect, Buffalo, N. Y., will receive bids for heating, etc., of Union university.

WISCONSIN.

Milwaukee will build school-house. Cost \$25,000. Mollerus & Lotter, 427 Milwaukee street.

Racine.—Archs. E. Brielmaier & Sons, 602 Second street, Milwaukee.—Will build St. Catherine's academy.—Will build an addition to its school-house. Cost \$2,500.

River Falls will erect normal school. Write Wm. Waters, architect, Oshkosh.

Waukesha will erect a new school. Cost \$28,000.

West Superior will erect a new high school. Cost \$10,000..

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

Liquid Air.

Prof. Tucker, of Columbia university, lectured in Havemeyer hall on liquid air. He had two or three gallons of the liquid air in a tank. When the liquid was poured into a beaker it began to boil and change into a gas, but it gradually subsided until its surface simply gave out a gentle steam. A glassful thrown on the floor did not wet the floor, but changed into vapor immediately. When a hand was dipped in it no appreciable effect was produced. A piece of tinned sheet iron dipped in was easily broken. Copper was not at all affected. A piece of rubber tube became brittle as glass. An onion became extremely hard and could only be broken with a hammer.

The explosive power of liquid air was so tremendous, that no apparatus had yet been discovered in which it could be confined. It blew a cork from the mouth of a small cannon instantly. A piece of cotton batting soaked in the liquid and placed in a blaze disappeared in a single flash. A plant was now building at Aix-la-Chapelle for its manufacture on a large scale. It might be substituted for steam, and its qualities as a high explosive might be found most useful, one experimenter having declared that it cured him of rheumatism.

Meteorites.

It is worth while for the teacher to ask the pupils frequently as to what they have seen in the heavens; by proper questioning they can learn the position of the planets, and the forms of the twelve signs of the zodiac, and this is a great deal. Meteors can be seen almost every night; at times they come to the earth. According to the newspapers, on April 15 Mr. Frederick Magill was ploughing on his farm near Freehold, N. J., when something struck the ground near him with a hissing noise. On examining a hole that had been made, a meteor as large as a man's head was found. It was hot.

The Queen of the Ants.

A gentleman who is very fond of every living thing, who watches animals carefully that he may learn their ways, tells a very interesting story of some ants in Central Park. He saw a procession of ants going across the path. This gentleman watched, and, knowing the ways of ants, knew that they were emigrating to a new colony because the old city was overcrowded. He watched the ants closely to decide which

Swollen Neck

Also Had Great Difficulty With Her Heart—How Cured.

"My daughter had a swollen neck and also heart trouble. After the least exertion she would breathe so hard she could be heard all over the room. She could not sweep the floor or even move her arms without affecting her heart. Her limbs were badly bloated. Her father insisted that she must take Hood's Sarsaparilla and we gave her about six bottles, when she was cured, and there has been no return of her ailments." MRS. EMMA THOMAS, North Solon, Ohio.

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Send this advertisement and 15 cents in stamps and we will send you a quarter pound of the best tea imported—any kind you may select—"The School Journal."

Send for New Premium and Reduced Price List.

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Lady or gentleman, to travel and appoint agents. No canvassing. Salary and expenses paid.

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was the queen. At last he discovered her, attended by a guard of honor. Quickly and carefully he lifted the queen and held her in his hand.

She was missed at once and there was the greatest excitement. The guard of honor were seized by the others and held under arrest. Ants started out in every direction to look for the queen. The ants from the old city were notified and came to assist in the search. They looked everywhere, and returned again and again to learn if there was any news.

At last the gentleman put the queen down on the path some distance away from the point at which he had captured her. She was discovered by one of the scouts, who hurried back to the point where the ants had assembled and told of his discovery. A guard of honor hurried to the queen and actually carried her back to her subjects, who received her with demonstrations of joy.

The new colony had been established under a bench. A hole under one of the legs of the bench led to it. With the guard of honor carrying the queen, the procession re-formed and began its march, and soon disappeared from sight. The gentlemen moistened four lumps of sugar and put them in the path. Soon two or three ants appeared, found the sugar, and immediately reported at the new colony. When they returned, a number of helpers came with them, and the sugar was all carried, grain by grain, to the new home. Doubtless they thought they had found a most wonderful land to settle in, when food was provided in such quantities near at hand.—"Christian Work."

Spider Farming.

Perhaps the most peculiar agricultural industry is spider farming. We have only heard of two, so the spider farmer can hardly suffer from competition. The spiders are reared for two definite ends, either to spin cobwebs in wine-cellar, or webs which, like the cocoons of silkworms, can be utilized for commercial purposes. In one of the usual low stone farmhouses, common in the Loire, resides a market gardener whose main object in farming spiders, is to furnish spiders of the kind needed for the wine vaults of dealers, so that new, shining, freshly-labeled bottles will in three months' time be draped with cobwebs, and have the appearance of twenty years' storage conferred at small cost. Spiders are great cannibals; the parents eat their children, and the children in turn readily eat each other. On another farm the spiders are reared for spider silk. The spider's web is much smoother and brighter-colored than the thread of the silkworm, but it is much more fragile. It has been woven, and is softer and more beautiful than ordinary silk, but it is as expensive as it is beautiful.

The Shah of Persia's Cats.

In enthusiasm for cats, the shah of Persia surpasses all other royal devotees. He has fifty of them, and they have attendants of their own, with special rooms for meals. When the shah goes away, they go, too, carried by men on horseback. The late tsar of Russia was very fond of the feline tribe. When visiting the king of Denmark on one occasion, he alarmed the menials by rushing out very early in the morning to the gardens. From the window of his sleeping-room he had seen a big dog attack his favorite black cat, and, without staying to complete his toilet, he had fled to her rescue. The famous royal cat of Siam is a large white, short-haired variety, with black face, and a peculiar formation of ear. Its preciousness may be judged from the fact that it once took three gentlemen of influence three months to procure one for an English consul at Bangkok.

Burial Money in China.

A kind of Chinese money which is largely manufactured and sold, is worthy of mention, although the traveler need not trouble himself with it except as a curiosity. This

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Although these have no purchasing
power on earth, they are supposed to count
for much in the transactions of the spirit
world. By this practice one is reminded
of an old story of a miser who left his be-
longings to his son, on condition that a cer-
tain sum of money should be buried in the
coffin with him. The son was, however, a
chip of the old block, and carried out his
father's wishes by placing in the coffin a
crossed check for the required amount, as-
sured that it had little chance of being pre-
sented at his banker's.—"Chamber's Jour-
nal."

European Endorsements.

The London "Lancet" of March 28,
1896, says editorially:—"Antikamnia is well
spoken of as an analgesic and antipyretic
in the treatment of neuralgia, rheumatism,
headache, etc., etc. It is not disagreeable
to take, and may be had either in powder
or tablet form, the latter being made in
five-grain size. It is described as not a
preventive of, but rather as affording
relief to, existent pain. By the presence
in it of the amine group it appears to exert
a stimulating rather than a depressing ac-
tion on the nerve centers and the system
generally. If this be so, it possesses ad-
vantages over other coal tar products.

The concise endorsement of the Edin-
burgh "Medical Journal," which appeared
in the January issue, is equally interesting
—"This is one of the many coal tar pro-
ducts which have lately been introduced
into medicine into Scotland. In doses of
three to ten grains according to age Anti-
kamnia acts as a speedy and effective pain
reliever."

State Camp G. A. R.

The annual encampment of the Grand
Army of the State of New York, and the
meetings of the Woman's Relief Corps
and Ladies of the Grand Army, will be
held at Utica, May 18 and 19. Department
Commander Colonel Albert D. Shaw has
issued general orders to all comrades, an-
nouncing the West Shore Railroad as the
official route to the encampment. Tickets
will be on sale good going May 15 to 18,
inclusive, and for return leaving Utica
May 19 and 20, at one fare for the round
trip. This unprecedented concession to
the Grand Army comrades and their friends
will be greatly appreciated. The citizens
and comrades of Utica are making gener-
ous arrangements for the enjoyment and
entertainment of those who attend the
encampment. The program of exer-
cises will include a short parade and
the receptions will be full of interest.

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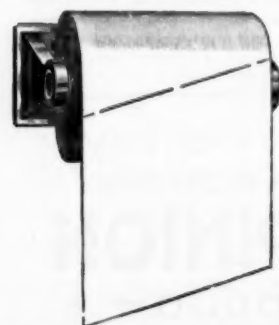
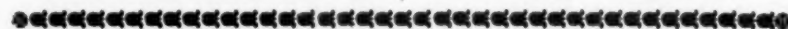
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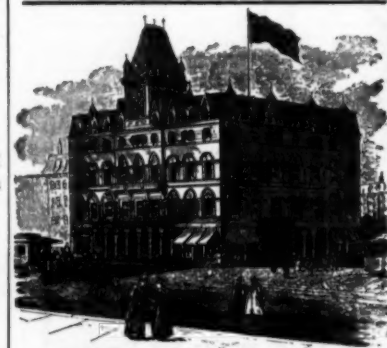
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